

The Ohio State University
Colleges of the Arts and Sciences Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Undergraduate International Studies Program 5/1/08

 Initiating Academic Unit Date

International Studies

 Book 3 Listing (e.g., Portuguese)

616	Challenges to Childhood: An International Perspective	UG	5
Course Number	Title	Level	Credit Hours

Type of Request (underlined): **New Course** Course Change Course Withdrawal Other

Psychology

 Academic unit asked to review the request


5/15/08

 Date response is needed (within two weeks of above date)

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

_____ The department is pleased to support the request for concurrence of the
 _____ above course. International Studies 616

Signatures

1.		Chair	Psychology	5/7/08
	Name	Position	Unit	Date
2.				
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

UNDERGRADUATE INTERNATIONAL STUDIES PROGRAM

Academic Unit

INTERNATIONAL STUDIES

Book 3 Listing (e.g., Portuguese)

616 Challenges to Childhood: An International Perspective

Number

Title

Challeng Childhood

UG

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

X

Spring

Year 2009

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): This course will explore how children are affected by war, as forced participants, orphans and refugees. Long-term effects on society will be studied.

Quarter offered: WI Distribution of class time/contact hours: 2 2-hr. class

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): sophomore or higher, or permission of instructor.

Exclusion or limiting clause: NA

Repeatable to a maximum of __NA__ credit hours.

Cross-listed with: NA

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Conditions Course: Yes No

Off-Campus: Yes No

EM: Yes No

Honors Embedded Statement: Yes No

Service Learning Course: Yes No

Other General Course Information: none.

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 450901 Subsidy Level (V, G, T, B, M, D, or P) P

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

See attached rationale.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within Interantional Studies major / minor A general elective

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 Already offered under IS 501.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: NA

6. Expected Section Size: 30 Proposed number of sections per year: 1

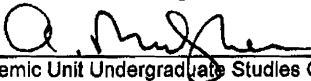
7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable


9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

CONTACT PERSON: K. Foster E-MAIL: foster.24@osu.edu PHONE: 2-9657

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1.  Academic Unit Undergraduate Studies Committee Chair Printed Name: Anthony Mughan Date: 4/16/08

2. Academic Unit Graduate Studies Committee Chair Printed Name _____ Date _____

3.  ACADEMIC UNIT CHAIR/DIRECTOR Printed Name: Anthony Mughan Date: 4/16/08

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name _____ Date _____

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name _____ Date _____

7. Graduate School (if appropriate) Printed Name _____ Date _____

8. University Honors Center (if appropriate) Printed Name _____ Date _____

9. Office of International Education (if appropriate) Printed Name _____ Date _____

10. ACADEMIC AFFAIRS Printed Name _____ Date _____

International Studies 616
Challenges to Childhood: An International Perspective
Rationale

This course has been created in recognition of the rising proportion of young people in many countries of the world. For some developing countries, half or more of the total population can be age twenty or below. The health and well-being of the young is an important indicator of the quality of life in any country, developed or developing. In an increasingly connected and interdependent world, the problems and issues of the young in one location can be stresses and difficulties to other locations-witness the movements of immigrant and refugee populations, problems of youth gangs and social dislocation in both rich and poor countries-and challenge the fostering of a stable foundation for all societies in the future.

This class will study many of the issues and problems faced by youth around the world. Problems of poverty, lack of education and access to health care, child labor and child status in traditional and modern cultures will be explored. The intention is to foster understanding of children's issues in students who wish to pursue careers in health, education, development and international service.

This class is relevant to the Development Studies and International Relations & Diplomacy specializations in the International Studies major. It is also relevant to the area studies specializations of the major.

CHALLENGES TO CHILDHOOD: AN INTERNATIONAL PERSPECTIVE

International Studies 616

Autumn Quarter 2008

INSTRUCTOR

Prof. Sharon K. Houseknecht
374 Bricker Hall
Home Phone: 799-9068; Cell Phone: 499-5717
Email: houseknecht.1@osu.edu

OFFICE HOURS

Monday and Wednesday 4:00 p.m. - 5:00 p.m. (in 374 Bricker Hall)

LECTURE MEETING TIME AND PLACE

Monday and Wednesday 5:30 p.m. - 7:18 p.m.

REQUIRED READING

Hecht, Tobias. 1998. *At Home in the Street: Street Children of Northeast Brazil*. N.Y.: Cambridge University Press.

Course Packet of readings available at Grade A Notes, 22 E. 17th Avenue (just off High Street)

COURSE DESCRIPTION

This course will cover some of the challenges to childhood that exist in both industrialized and developing countries. It will examine the linkage between the well-being of children and adolescents and the broader context that includes all the major institutions. We will look in-depth at such topics as: children's moral and legal rights versus traditional belief and practice; child poverty; child labor; children and education; children as victims of crime; threats to children's health; street children; child abuse and neglect; and children and migration. A major goal of this course is to stimulate critical thinking about the vital, but often neglected, challenges that children and adolescents face around the world.

ATTENDANCE

It is expected that students enrolled in this course will attend all scheduled classes.

COURSE REQUIREMENTS

Informed Class Participation	15%
Reaction Questions and Comments (20)	35%
Written Report and Oral Presentation	10%
Term Paper Prospectus (1-2 pages)	5%
Term Paper	35%

As an advanced undergraduate/graduate course, the class will be carried on as a **seminar**, with extensive discussion of readings and other materials by students and the instructor. Several of the assignments are directed toward enhancing the success of this format.

Grade Scale

93-100	A	77-79	C+	59 and Below	E
90-92	A-	73-76	C		
87-89	B+	70-72	C-		
83-86	B	67-69	D+		
80-82	B-	60-66	D		

Informed Class Participation

Active and informed participation by all students is important. Participation means being present at all class meetings and verbally participating in each one of them in an informed way. "Informed" in this instance refers to a high level of familiarity with already covered course material as well as current reading assignments.

The letters in parentheses at the end of each reading listed in the Course Schedule indicate possible sources for obtaining the readings. The meaning of the letters is as follows:

cp = course packet
er = electronic reserve
asp = Academic Search Premiere
mlr = Main Library reserve

Reaction Questions and Comments

For each of 20 assigned readings (out of 24 total), an **in-depth and thoughtful question and one in-depth and thoughtful comment** should be formulated. The question and the comment should be totally unrelated. The comment should not be a response to the question. Avoid asking a question that is either asked or addressed in the reading itself. Ask a question so it **cannot** be answered with a simple "yes" or "no" answer. It should be stated in such a way that it requires a more thoughtful response and, thus, is more likely to generate class discussion. Provide a bit of context from the reading for the question. The comment, while grounded in the reading, should move beyond it in an interesting way so that it will provoke thoughts when you share it with the class during discussions. Both the question and the response will be used to generate discussion in class. **Everyone should bring a hard copy of each day's readings to class.**

NOTE: When doing the "Written Report/Oral Presentation Assignment" on one of the assigned readings, such questions/comments should be part of the report/presentation and so will not count as one of the 20 readings for the "Reaction Questions and Comments" requirement. The two assigned New York Times articles by LaFraniere should not be used for this reaction question/comment assignment. All other readings can be used, including the paper by Archard.

(The question/comment for **each reading** should be on separate page(s). At the top of the first page (**for each reading**), indicate the author's name and chapter or pages (all caps, underlined). Be sure to **staple multiple pages**.)

Designate **QUESTION** prior to the question and **COMMENT** prior to the comment on your paper. The questions/comments should be word processed/typed (12 font), double spaced, and have one inch margins all around. This is your opportunity to reflect upon the ideas in the reading assignments, to articulate your scholarly reactions, and to raise thought-provoking questions for discussion. Quality of writing (including grammar, punctuation, spelling, sentence structure, etc.) is important. **Page #s should be cited in parentheses when referring to specific information/ideas from the readings.**

Keep in mind that this is an individual assignment and that questions/comments should reflect your own ideas. Reaction question(s)/comment(s) **must be turned in at the end of the class** on the day the reading(s) is/are discussed. Because some readings are scheduled for the same day or close together, it might be a good idea to read

some of the materials and begin to draft your questions/comments ahead of time. Each reading reaction will be graded with a plus, check, or minus.

Written Report and Oral Presentation

Each student will prepare a summary report (two pages) on one of the assigned readings (marked with an asterisk on the Course Schedule at the end of this syllabus) for which (s)he has signed up early in the course. This report will be presented in class on the day the reading is assigned, and notes should be shared on-screen during the presentation. A copy of the report should be turned in at the end of the class on the day the presentation is made. Reports should be word processed/typed and have one-inch margins on all sides (Times New Roman, 12 font). Quality of writing (grammar, punctuation, spelling, sentence structure, etc.) is important.

After carefully summarizing an assigned reading, the report/presentation should move beyond the reading in a creative and imaginary way. Use of an effective instructional aid is recommended (for example, a video clip, internet website, poster, or newspaper article). In the case of a newspaper article, photographs, etc., ask instructor few days in advance to request document camera that can be used to show such items on screen. The instructional aid material should be formally presented to the class, and it should be made clear how the instructional aid is related to the assigned reading. Provide source information for instructional aid (website, for example) at end of on-screen presentation.

At end of class, submit the written report and put a copy of on-screen presentation on instructor's flash drive (using classroom equipment). These presentations should be 10 to 20 minutes in length, but not to exceed 20 minutes.

NOTE: THERE ARE TWO THINGS TO BE SUBMITTED FOR THIS ASSIGNMENT: (1) WRITTEN REPORT (2) ON-SCREEN NOTES.

Term Paper Prospectus

The purpose of the prospectus is to clearly state the **specific** topic that you plan to investigate in your term paper and to provide some rationale as to why your topic is important. Topics must be decided in advance during personal consultation with the instructor. This paper should be one to two pages in length and should be word processed/typed and have one-inch margins on all sides (double spaced, Times New Roman, 12 font). Quality of writing (grammar, punctuation, spelling sentence structure, etc.) is important. At least three scholarly references (not assigned readings) should be mentioned and cited in the text of this prospectus statement. Include a Reference List with complete source information for each source. (See term paper details as to what constitutes a scholarly source.) This paper may be turned in any time but must be submitted no later than **October 23**.

Term Paper

The term paper for this course involves investigating a major issue that relates to challenges to childhood internationally. Topics must be decided in personal consultation with the instructor. No two students can complete papers on the same topic. If two students indicate an interest in the same topic, the rule of first-come-first-served will apply. However, a division of the topic can often be arranged that preserves both students' interests.

There should be a clear statement of a **thesis** at the beginning of your paper, as well as a **conclusion** that reflects the development of the argument throughout the paper. The conclusion should tie together the various threads of argument and evidence that you have woven into your paper.

Term papers will be presented to the class during the last three class periods and the final exam time slot, and you are to prepare detailed outline/notes for on-screen showing during your presentation. You will have 15 minutes in which to present your term paper material. A schedule of presentations will be developed as the final class week approaches.

Formal Parameters

Term papers should be **15-17 pages in length plus reference lists**. Use a 12-point font and format the pages with one-inch margins all around. All material should be double-spaced except the "References" list described below. Be sure to provide a creative (more or less) and useful title and to insert page numbers on all pages except the first. Do not include a separate title page. Quality of writing (grammar, punctuation, spelling, sentence structure, etc.) is important. Use subheadings to indicate the major sections of your paper.

All papers must include at least one citation to each of the three readings from the course. More course readings may be cited, as needed, but only three will count toward the eight "Scholarly References" that are required (see below).

Quotations and Paraphrasing. Work on the use of normal paraphrasing to recognize the insights of authors or commentators and on the use of direct quotations as evidence for your thesis.

- Your paper must include clear use of paraphrases of material with appropriate author citations.
- It also must include at least two brief (no more than one full sentence) quoted passages from materials that you cite. Do not overuse direct quotes, but when the words of the author are particularly compelling or when they make a complex issue especially clear, then take advantage of them by using the direct quote.
- Long quoted passages, that is, those having at least four lines of text, should be indented on both sides in the proper fashion. Such passages are useful in order to convey a complex idea in a precise way that would be difficult to paraphrase. However, use of long quoted passages should be kept to a minimum, not more than one or two. (You do not need to use any.)

Citations and the Double Reference List. Papers are to be well-researched, and they are to demonstrate adequacy of research by properly referencing the research of others that has been consulted. In the body of the paper, citations to references should use the conventional ASA (American Sociological Association) or similar professional parenthetical citation system (see below).

The paper must include a **two-part list of references** at the end. You should include **no fewer than 15 citations total** in the two reference lists together. The reference lists must start on a new page that is added following the body of the paper, and the page or pages of the references do not count toward the 15 to 17 page total for the term paper. Centered at the top of the new page, give the title, "REFERENCES", and then subdivide the references with the sub-headings, "Scholarly References" and "Non-Scholarly References". The latter list does not need to begin on a new page. Each reference list should be alphabetized by author's last name or other appropriate conventional designation, as described in ASA, APA or MLA rules.

- **At least eight "scholarly" sources must be listed in the "Scholarly References" list**, and none of these can be simply Internet sites. There are many scholarly resources now available on the Internet, but only those that also appear in hard-copy form can be cited in this part of the references list. Items for this list would include scholarly books and journal articles. **Three of the eight references in this list may be assigned readings for this course (excluding the two assigned New York Times articles).** (As already noted, more course readings may be cited and included in this list, but only three will count toward the eight "Scholarly References.") Remember that papers in edited books should be referred to individually by the names of the author(s) of the papers, not by the editor(s). There does not need to be a separate reference for an edited book itself, unless you want to refer to its overall purpose or scope or similar general aspect.
- **A separate list** will include citations of material taken from mass media, Internet sites, and the like. There is no limitation on the size of this list. It should be labeled "**Non-Scholarly References.**" If you are dealing with current issues, you may find it useful to use several extended newspaper articles (whether from the Internet or not) to include in your research. Be sure to use major newspapers with strong research-oriented staff writers such as the New York Times, Washington Post, Los Angeles Times, Christian Science Monitor, and the like. A good way to look up such material is to use Lexis/Nexis.

Citing Sources and Adopting a Scholarly Style Preference. For this paper, use a scholarly citation form with in-text parenthetical citations. If you are not familiar with one already, then use the form of the American

Sociological Association. The complete ASA style guide can be accessed at:

<http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>

You can see examples of the use of the ASA style in ASA's main publication, *The American Sociological Review*. Be sure to go to recent issues, since the style format was revised about a decade ago.

If you already know the format for referencing according to the American Psychological Association (APA) or the Modern Language Association (MLA), you can use either of these formats. For formats other than APA, MLA and ASA style, please talk with me.

You should include a parenthetical citation for every source that you directly or indirectly refer to, and you should cite books and articles with exact page references. (Exact page references for every citation are for this assignment only; normally, they would be used only for direct quotes.) The final "References" list should conform to the style format that you have chosen.

Be Sure to Provide a Creative and Useful Title. No title page is needed. Place the title at the top of the first page, centered and in all caps. Try to find a title that is:

- interesting
- attracts the attention of potential readers
- conveys the subject matter of your essay to potential readers

HANDY CHECK LIST BEFORE SUBMITTING THE PAPER

1. Name, date and course number in upper right-hand corner of paper (single-spaced)
2. Clear printing?
3. Creative and useful title?
4. Are all pages, except the first, numbered?
5. Is thesis clear early in the paper, and does the conclusion address the thesis, tying the beginning and the end of the paper together?
6. All non-essential verbiage deleted?
7. Is the "References" list properly divided into "scholarly" and "non-scholarly"?
8. Stapled?
9. Detailed outline/notes prepared for on-screen showing during presentation?

The paper is **due Monday, December 8** and **should be turned in during the final exam time slot**. An **in-class oral presentation based on the paper**, including on-screen showing of detailed outline/notes, should be made during the last three class days/final exam time slot. (**Note: No absences are permitted during final exam time slot.**)

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COURSE SCHEDULE

<u>CLASS DATE</u>	<u>TOPIC</u>	<u>READING ASSIGNMENT</u>
September 24	Introduction Conceptual Framework	
September 29	Conceptual Framework (continued) Childhood Resilience Forms of Abandonment Child Centrality/Family Decline and Child Well-Being	Howard et al. (cp, er, asp)* Fujimura (cp, er)*
October 1	Children and Migration	Melia (cp, er, asp)* Parrenas (er)*
October 6	Children's Moral and Legal Rights	Archard (cp, er)
October 8	Child Poverty Effects of Child Poverty on Children Poverty and Youth Violence	Brooks-Gunn, et al. (cp, er)* Vorassi, et al. (cp, er)*
October 13	Child Labor Child Farm Workers in U.S. Child Labor in Pakistan	Majka et al. (cp, er)* SPARC (cp, er)*
October 15	Children and Education Children's Rights in Education Progress for Children: A Report Card on Gender Parity in Education	(see 3 assignments next page) Lansdown (cp, er)* UNICEF (er or UNICEF website)* LaFraniere 12/23/05 New York Times (er)
October 20	Children's Moral and Legal Rights vs. Traditional Beliefs and Practices	

October 22	Children's Moral and Legal Rights vs. Traditional Beliefs and Practices (continued)	
	Female "Circumcision"	Shell-Duncan et al. (cp, er)*
	Male "Circumcision"	Darby (cp, er)*
October 27	Children's Moral and Legal Rights vs. Traditional Beliefs and Practices (continued)	
	Child Marriage	Sagade (er, mlr)*
	Persistence of Son Preference in East and South Asia	Das Gupta et al. (cp, er, asp)*
October 29	Threats to Children's Health	
	A Call to Action: Children, the Missing Face of AIDS	UNICEF (er or UNICEF website)* LaFraniere 12/30/05 New York Times (er)
	Environmental Threats to Children's Health	Suk et al. (cp, er, asp)*
November 3	Children as Victims of Crime	
November 5	Children as Victims of Crime (continued)	
	Child Prostitution	Davidson (cp, er)*
	Child Pornography	Esposito (cp, er, asp)*
November 10	Street Children	Hecht, pages 1-69*
November 12	Street Children (continued)	Hecht, pages 70-148*
November 17	Street Children (continued)	Hecht, pages 149-214*
November 19	Child Abuse and Neglect	
	Children in Foster Care	Vig et al. (cp, er, asp)*
	Corporal Punishment	Bussmann (cp, er, asp)*
November 24	Term Paper Presentations	

November 26	To be Announced
December 1	Term Paper Presentations
December 3	Term Paper Presentations
(Monday)	Final Exam Time Slot Term Paper Presentations TERM PAPERS DUE IN CLASS ON THIS DAY

- Archard, David. 1993. *Children: Rights and Childhood*. N.Y.: Routledge.
(Assignment: "Children's Rights: Moral and Legal," Chapter 4, Pp. 53-69)
- Brooks-Gunn, Jeanne and Greg J. Duncan. 1997. "The Effects of Poverty on Children." *The Future of Children* 7:55-71.
- Bussmann, Kai-D. 2004. "Evaluating the Subtle Impact of a Ban on Corporal Punishment of Children in Germany." *Child Abuse Review* 13:292-311.
- Darby, Robert. 2005. "The Sorcerer's Apprentice: Why Can't the United States Stop Circumcising Boys?" pp. 1-13. <http://www.historyofcircumcision.net/index.php?option=content&task=view&id=61>
- Das Gupta, Monica, Jiang Zhenghua, Li Bohua, Xie Zhenming, Woojin Chung and Bae Hwa-Ok. 2003. "Why is Son Preference so Persistent in East and South Asia? A Cross-Country Study of China, India and The Republic of Korea," *The Journal of Development Studies* 40:153-187.
- Davidson, Julia O'Connell. 2005. *Children in the Global Sex Trade*. Malden, Massachusetts: Polity Press.
(Assignment: "On Child Prostitutes as Objects, Victims and Subjects," Chapter 3, Pp. 43-63)
- Esposito, Lesli C. 1998. "Regulating the Internet: The New Battle against Child Pornography." *Case Western Reserve Journal of International Law* 30:541-566.
- Fahmi, Kamal. 2007. *Beyond the Victim: The Politics and Ethics of Empowering Cairo's Street Children*. Cairo/New York: The American University in Cairo Press.
- Fujimura, Clementine K. (with Sally W. Stoecker and Tatyana Sudakova). 2005. *Russia's Abandoned Children: An Intimate Understanding*. Westport, CT: Praeger. (Assignment: "Many Forms of Abandonment," Chapter 3, Pp. 45-61)
- Howard, Sue, John Dryden and Bruce Johnson. 1999. "Childhood Resilience: Review and Critique of Literature." *Oxford Review of Education* 25:307-323.
- LaFraniere, Sharon. 2005. "Women's Rights, Laws and Africa Custom Clash." *The New York Times*, December 30, Pp. A1 and A10.
- LaFraniere, Sharon. 2005. "Another School Barrier for African Girls: No Toilet." *The New York Times*, December 23, Pp. A1 and A10.
- Lansdown, Gerison. 2001. "Progress in Implementing the Rights in The Convention: Factors Helping and Hindering the Process." Pp. 37-59 (Chapter 2) in *Children's Rights in Education*, edited by Stuart Hart, Cynthia Price Cohen, Martha Farrell Erickson and Malfrid Flekkoy. Philadelphia, Pennsylvania: Jessica Kingsley Publishers Ltd.
(The focus of the assigned chapter is education.)
- Majka, Linda C. and Theo J. Majka. 2005. "Child Farm Workers in United States Agriculture." Pp. 173-195 (Chapter 8) in *Children's Human Rights: Progress and Challenges for Children Worldwide*, edited by Mark Ensalaca and Lind C. Majka. Lanham, Maryland: Rowman & Littlefield Publishers, Inc.
- Parrenas, Rhacel Salazar. 2005. *Children of Global Migration: Transnational Families and Gendered Woes*. Stanford, California: Stanford University Press.
(Assignment: "Gendered Care Expectations: Children in Mother-Away Transnational Families," Chapter 6, Pp. 120-140.)
- Sagade, Jaya. 2005. *Child Marriage in India: Socio-Legal and Human rights Dimensions*. N.Y.: Oxford University Press.
(Assignment: "Dimensions of the Problem of Child Marriage in India: Causes and Consequences," Chapter 1, Pp. 1-34)
- Shell-Duncan, Bettina and Ylva Hernlund. 2000. "Female 'Circumcision' in Africa: Dimensions of the Practice and Debates." Pp. 1-40 (Chapter 1) in *Female 'Circumcision' in Africa: Culture, Controversy and Change*, edited by Bettina Shell-Duncan and Ylva Hernlund. Boulder, Colorado: Lynne Reinner Publishers, Inc.

Smith, Robert Courtney. 2006. *Mexican New York: Transnational Lives of New Immigrants*. Berkeley: University of California Press.

(Assignment: "Defending your Name: The Roots and Transnationalization of Mexican Gangs," Chapter 9, Pp. 207-241.)

SPARC. 2003. *The State of Pakistan's Children 2002*. Islamabad, Pakistan: SPARC, distributed by Oxford University Press.

(Assignment: "Child Labor," Chapter II, Pp. 35-60)

Suk, William A., Kuhnying Mathuros Ruchirawat, Kalpana Balakrishnan, Martha Berger, David Carpenter, Terri Damstra, Jenny Pronczuk de Garbino, David Koh, Philip J. Landrigan, Irma Makalinao, Peter D. Sly, Y. Xu, and B.S. Zheng. 2003. "Environmental Threats to Children's Health in Southeast Asia and the Western Pacific." *Environmental Health Perspectives* 111:1340-1347.

UNICEF. 2005. *A Call to Action: Children the Missing Face of AIDS*. N.Y.: UNICEF and UNAIDS.

UNICEF. 2005. *Progress for Children: A Report Card on Gender Parity and Primary Education (No. 2)*. N.Y.: UNICEF.

Vig, Susan, Susan Chinitz, and Lisa Shulman. 2005. "Young Children in Foster Care: Multiple Vulnerabilities and Complex Service Needs." *Infants and Young Children* 18:147-160.

Vorrasi, Joseph A. and James Garbarino. 2000. "Poverty and Youth Violence: Not All Risk Factors are Created Equal." Pp. 59-77 (Chapter 3) in *The Public Assault on America's Children: Poverty, Violence and Juvenile Injustice*, edited by Valerie Polakow. N.Y.: Teachers College, Columbia University.