

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

International Studies

Academic Unit

International Studies

Book 3 Listing (e.g., Portuguese)

615 Children & War

Number

Title

Children & War

UG

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year 2007

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: AU,WI,SP 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 X S/U Progress What course is last in the series? _____

Honors Statement: Yes No X GEC: Yes No X Admission

Condition

Off-Campus: Yes No X EM: Yes No X Course: Yes No X

Other General Course Information: NA

(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)

X An elective within major(s)/minor(s) 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 Selected Topics.

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: _____

6. Expected section size: 25 Proposed number of sections per year: 2

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.**

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

1. Academic Unit Undergraduate Studies Committee Chair	Anthony Mughan Printed Name	Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3. ACADEMIC UNIT CHAIR/DIRECTOR	Anthony Mughan Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th 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

CHILDREN AND WAR

International Studies 615

RATIONALE

At the present time, hundreds of thousands of children around the globe are suffering from war. Recently, scholars have been giving more systematic attention to children and war than in the past. Nevertheless, in public discourse about war, children are rarely mentioned. An increasing awareness of the many negative consequences that war has for young people is needed if the situations of child victims are to be changed. This course, Children and War, will explore some of the many ways that children are affected by war. The use of children as soldiers is a common and growing pattern around the world. The children are often forcibly abducted and required to participate. The child soldier phenomenon will be explored, including causes, methods of recruitment, how children are turned into soldiers, the reintegration of child soldiers following war and possibilities for prevention of child soldiering. Other topics that will be looked at in-depth include: the new children of terror and the need for Western militaries to adapt to confrontations with child soldiers; gender dimensions of youth affected by armed conflict; child refugees; and the effects that contemporary conflicts have on children in the United States. Important goals of this course will be to raise awareness and stimulate critical thinking about the consequences of war for children. We also will consider what might be done to help alleviate the difficult challenges that war-affected children face.

CHILDREN & WAR

**International Studies 615
Spring Quarter 2007**

INSTRUCTOR

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

OFFICE HOURS

Monday and Wednesday 2:00 p.m. - 3:00 p.m. (in 374 Bricker Hall)

LECTURE MEETING TIME AND PLACE

Monday and Wednesday 3:30 p.m. - 5:18 p.m.

REQUIRED READING

Singer, P. W. *Children at War*. 2006. Berkeley, California: University of California Press.

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

COURSE DESCRIPTION

This course will explore some of the many ways that children are victims of war. We will look historically at children's participation in war and highlight the kinds of changes that have occurred over time. The child soldier phenomenon will be explored, including causes, methods of recruitment, how children are turned into soldiers, the reintegration of child soldiers following war and possibilities for prevention of child soldiering. Other topics that will be looked at in-depth include: the new children of terror and the need for Western militaries to adapt to confrontations with child soldiers; gender dimensions of youth affected by armed conflict; child refugees; and the effects that contemporary conflicts have on children in the United States. Conceptual framing for these issues will include "best interests" of children, legal and moral rights of children, and childhood resilience. The major goals of this course are to raise awareness and stimulate critical thinking about the consequences of war for children, a category of persons that is often given little attention when the implications of war are considered. How to safeguard and promote the well-being of children affected by war also will be a major concern throughout.

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.

GRADING SCALE

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

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.

Reaction Questions and Comments

For each of 20 assigned readings (out of 33 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 must be grounded in the reading, but 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 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 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 (date that is approximately half way through quarter)**.

Term Paper

The term paper for this course involves investigating a major issue that relates to children and war. 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 two 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 ___ minutes (depends on how many students in class) 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.** (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 (day that final is scheduled)** and **should be turned in during the final exam time slot in (class location)**. An **in-class oral presentation based on the paper**, including on-screen showing of detailed outline/notes, should be made during the last two class days/final exam time slot. **(Note: No absences are permitted during final exam time slot.)**

COURSE SCHEDULE

WEEK 1

Introduction

How War Has Affected Children in Russia and Chechnya (Documentary)

WEEK 2

Conceptual Framework

Alston, Philip. 1994. "The Best Interest Principle: Towards a Reconciliation of Culture and Human Rights." Pp. 1-25 in *The Best Interests of the Child*, edited by Philip Alston. Oxford: Clarendon Press.

Archard, David. 2004. "Children's Rights: Moral and Legal." Pp. 53- 69 (Chapter 4) in *Children: Rights and Childhood*, edited by David Archard. N.Y.: Routledge.

Howard, Sue, John Dryden and Bruce Johnson. 1999. "Childhood Resilience: Review and Critique of Literature." *Oxford Review of Education* 25:307-323.

Children and War: Specific Legal Protections

de Berry, Jo. 2001. "Child Soldiers and the Convention on the Rights of the Child," *The Annals of the American Academy*, AAPSS, 575, May, pp. 92-105.

Hughes, Lisa. 2000. "Can International Law Protect Child Soldiers?" *Peace Review* 12:399-405.

Rose, Laurel L. 2005. "Orphans' Land Rights in Post-War Rwanda: The Problem of Guardianship," *Development and Change* 36:911-936.

WEEK 3

Children at War: Past and Present

Singer, Chapters 1 and 2

Halil, Kiamran. 1975. "The Janissaries—A Form of State Slavery in Ottoman Turkey." *Mankind Quarterly* 16:117-122.

Causes of Child Soldier Phenomenon

Singer, Chapter 3

Carlton-Ford, Steve. 2004. "Armed Conflict and Children's Life Chances." *Peace Review* 16:185-191.

WEEK 4

"Invisible Children" Documentary – the effects of war on children in Northern Uganda

Cheney, Kristen E. 2005. "'Our Children Have Only Known War': Children's Experiences and the Uses of childhood in Northern Uganda." *Children's Geographies* 3:23-45.

How Children are Recruited

Singer, Chapter 4

Furumoto, Rosa. 2005. "No Poor Child Left Unrecruited: How NCLB Codifies and Perpetuates Urban School Militarism." *Equity & Excellence in Education* 3:200-210.

Hardy, Lawrence. 2005. "Recruiters at School." *American School Board Journal* 192:26-29.

WEEK 5

Turning a Child into a Soldier/ The Implications of Children on the Battlefield

Singer, Chapters 5 and 6

Gender Dimensions of Youth Affected by Armed Conflict

Machel, Graca. 2001. "Ending Sexual Violence and Exploitation." Pp. 54-65 (Chapter 5) in *The Impact of War on Children*. London: Hurst & Company (UNICEF).

Park, Augustine S. 2006. "'Other Inhumane Acts': Forced Marriage, Girl Soldiers and the Special Court for Sierra Leone." *Social & and Legal Studies* 15:315-337.

WEEK 6

The New Children of Terror

Singer, Chapter 7

The Need for Western Militaries to Adapt to Confrontations with Child Soldiers

Singer, Chapter 9

WEEK 7

"The Lost Boys of Sudan" Documentary

Reintegration of Child Soldiers

Singer, chapter 10

Machel, Graca. 2001. "Promoting Psychosocial Recovery." Pp. 80-91 (Chapter 7) in *The Impact of War on Children*. London: Hurst & Company (UNICEF).

Herbert, Wray. 2004. "The Children of War: The Former Child Soldiers of Mozambique's Civil War offer Insights into Morality and Human Resiliency." *U.S. News and World Report*, December 20, 2004 (<http://www.usnews.com/usnews/culture/articles/041220/20mozam.htm>)

WEEK 8

Preventing Child Soldiers

Singer, Chapter 8

Maslen, Stuart. 1998. "The Use of Children as Soldiers: The Right to Kill and be Killed?" *The International Journal of Children's Rights* 6:445-451.

"Children of the Camps: The Japanese American WWII Internment Camp" Documentary

Tong, Benson. 2004. "Race, Culture, and Citizenship among Japanese American Children and Adolescents during the Internment Era." *Journal of American Ethnic History* 23:3-40.

WEEK 9

Child Refugees

Halvorsen, Kate. 2005. "Alone and Far from Home: Are Separated Refugee Children Adequately Protected?" *Human Right Review* 7:76-91.

Nandy, Lisa. 2005. "The Impact of Government Policy on Asylum-Seeking and Refugee Children." *Children and Society* 19:410-413.

Snyder, Cindy S., J. Dean May, Nihada N. Zulcic, and W. Jay Gabbord. 2005. "Social Work with Bosnian Muslim Refugee Children and Families: A Review of the Literature." *Child Welfare* 84:607-630.

Effects of Contemporary Conflicts on Children in the United States

Figley, Charles R. 1993. "Coping with Stressors on the Home Front." *Journal of Social Issues* 49:51-71.

WEEK 10

The Role of Young People in the Peace-Building Process

Bekerman, Zvi. 2005. "Are There Children to Educate for Peace in Conflict-Ridden Areas? A Critical Essay on Peace and Coexistence Education." *Intercultural Education* 16:235-245.

Davies, Lynn. 2005. "Schools and War: Urgent Agendas for Comparative and International Education." *Compare: A Journal of Comparative Education* 35:357-371.

Van Woerkom, Marieke. 2004. "Seeds of Peace: Toward a Common Narrative." *New Directions for Youth Development*, Summer (102):35-46.

Wrap-Up and Concluding Remarks

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/>.