This course reviews child development in the midst of large-scale human conflict. Children's lives are examined during the pre-conflict, conflict, and post-conflict phases of war. Students are introduced to humanitarian, psychosocial, and human rights perspectives on war-affected children. Psychosocial contexts of child crisis and survival are examined. The course also examines child mortality during war. The challenges to survival are examined to better understand risk, vulnerability, and resilience in all children. The course then focuses on solutions that address children's needs, rights, and well-being. The functions of child protection programs, NGOs, psychosocial support, education, and community-based initiatives are critically examined for their effectiveness and outcomes that build peace.

War affects all aspects of children's lives, and many social sciences contribute to the study of war-affected children. While focusing on psychosocial aspects of war-affected children, this course involves interdisciplinary studies in child development, health, human rights, social psychology, peace psychology, cultural anthropology, conflict studies, social welfare, and humanitarian assistance. Assignments are focused on an analysis of children in current emergencies.

Students are forewarned and advised that this course covers some content that is generally considered uncomfortable, grisly, shocking, and horrific. In addition to the course readings, students view images and films of children in situations related to conflict. Injury, illness, death, abject poverty, and famine are portrayed, often graphically. Students who are unwilling or unable to study this type of material should not enroll in the course.

Course objectives:
- Students will be introduced to the contexts in which war-affected children need protection.
- Students will understand the basics of child protection in emergencies (CPiE).
- Students will critically evaluate the situation of children in at least three modern conflicts.
- Students will learn the core principles, standards and guidelines of humanitarian action in CPiE.
- Students will learn basic approaches to mental health and psychosocial support services (MHPSS) for war affected children.
- Students will learn basic processes in children’s healing after war.
- Students will be introduced to research methods with war-affected children, including participatory action research (PAR).
- Students will evaluate the services of an NGO, present an evaluation of services, and propose enhancements to these services.
- Students will learn basic principles of the Convention on the Rights of the Child, international standards for child protection, and international practices for promoting peace and well-being in children’s lives.
- If possible, students will visit and assist refugee children in a local NGO or service project.

Instructor:
David A. "Tony" Hoffman, Ph.D. (visiting lecturer)
email: dh39@aub.edu.lb
office: Jessup first floor room C (across from the copy machine)
office hours: MWF, 8AM to 5PM (other than class times which are at noon and 3PM)
(cell please make an appointment whenever possible!)
cell: 71 975 393

Assistants:
Rima Walidienne (visiting intern from UCSC)
e-mail:

Class times and locations:
section 1: 3:00-3:50 PM, MWF, in Nicely Hall room #412
section 2: 12:00-12:50 PM, MWF, in Nicely Hall room #417
**Readings:**

Readings for this course are listed in the schedule below. They are posted on Dr. Hoffman's web site [http://www.tonyhoffmanucsc.net/](http://www.tonyhoffmanucsc.net/) (username: "student" password: "resilience").

**Films:**

This course is accompanied by a documentary film series (some of which were filmed at great risk to the photojournalists involved). We will show some of the films in the evening (SCHEDULE TBA) and make them available for group checkout. Students are required to view and write short essays on at least two of these films. Essay prompts are provided on a separate handout.

**Assignments, required activities, evaluations and grades:**

This course emphasizes group learning; there will be group projects and collaboration throughout (so attendance is expected so groups can be productive!). Students are to complete four movie reviews and sit for three in-class exams. The class will be highlighted by a group project assessing a service program for war-affected children in Lebanon and formulating solution-focused activities in an ongoing crisis. Grading and evaluation will be based on

- Three quizzes (short-answer essays, facts and terms): 50 points each
- Four film essays (25 points each): 25 points each
- Extra credit film essay: 25 points
- In-class quick quizzes: 10 points each
- Group project NGO review: 50 points
- Group project presentation: 50 points
- Group project proposal: 50 points
- Service project, if possible: lots and lots of points

Due dates are fixed as per the class schedule below. To be fair to all students, quizzes cannot be taken late without proof of medical or dire circumstances. If any due dates are missed for a legitimate reason, a make-up assignment will be given.

Grading is criterion-based (which means that students are evaluated on objective criteria rather than on a "curve"; i.e., there is no competition and all students have the opportunity to get an 100 points!).

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**Tentative Class Schedule**

**Movie nights:**

We hope to have more than five evening movies, TBA. Students who can not attend these will need to checkout the class DVDs. The system for these checkouts are TBA.

**Field trips:**

We are hoping to have the class visit one or more service sites for war-affected children. TBA.

<table>
<thead>
<tr>
<th>Week 1: September 3 &amp;</th>
<th><strong>note Film night September 4:</strong> 7PM, West Hall Auditorium B.</th>
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</thead>
<tbody>
<tr>
<td><strong>Lecture topics:</strong></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>Class introduction</td>
<td>handouts: terms, psychosocial</td>
</tr>
<tr>
<td>Complex emergencies, definitions and terms</td>
<td>SaveCPIE (pp. 5-36)</td>
</tr>
<tr>
<td>Child protection in war</td>
<td>WTUD Ch1</td>
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<tr>
<td>The six grave violations</td>
<td>optional/skim: SixGraveViolations</td>
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</tbody>
</table>

**Some readings on the Syrian conflict** that students should be reading or skimming through the semester (more are available on a Google folder - ask for permission to have this shared with you):

Look at [http://data.unhcr.org/syrianrefugees/](http://data.unhcr.org/syrianrefugees/) • SyriaChildrenUnderFire (pp. iv-vi) • SyriaChildMortalityStolenFutures (Exec Summary) • SyriaCPAssessmentFutureOfSyriaUNHCR pp. 5-11 • SyrianRefugeesLebanon • GBVSyriansInJordan • GBVSyriansInLebanon • SyriansWeJustKeepSilent • Syria InteragencyCoordofMH
Week 2: September 8, 10, & 12 (section 2: NO CLASS - please attend opening ceremony)

Lecture topics:
- Introduction to group projects
- Psychosocial contexts of child survival
- Principal effects of emergencies
- some trivia

Reading:
- project handout
- CPIE Emergency def
- WTUD Ch10
- CPIEPrincipalEffectsOfEmergencies

Week 3: September 15, 17, & 19

Lecture topics:
- Famine, contagion, and infrastructure breakdown
- War technologies and tactics affecting children: small arms, cluster bombs and land mines
- Death and mortality: who dies? who survives?

Reading:
- CPIEchildrenMostInNeedOfProtection
- ExplosiveWeaponsDevastatingImpact
- ExplosiveWeaponsGraveViolations (skim)
- landminesSTC, pp. 1-24
- optional: ConventionAnti-personnelMines

*First film essay due Friday September 19 (on Moodle)
*Group projects discussed and reviewed with assistants and with Tony by Friday September 19

Week 4: September 22, 24, & 26

Lecture topics:
- Flight
- Displacement and forced migration
- Abandoned, orphaned & unaccompanied children
- Family Tracing
- Refugees in new nations

*Second film essay due Friday Sept 26 (on Moodle)
*Friday: Tony posts Exam 1 study guide

Week 5: September 29, October 1 & 3

Lecture topics:
- Sexual and gender-based violence (SGBV)
- the UN’s stop Rape Now campaign
- see http://stoprapenow.org

Exam #1 Friday October 3

Reading:
- ICRC link “Sexual violence in armed conflict”
- RapeMotivesMilitia, RapeInLiberia
- SurvivingSexualViolenceCongo
- CPIE GBV, GBVSyriansInJordan (skim)
- GBV SyriansInLebanon (skim)
- UnspeakableCrimesAgainstChildren (skim)
- Caring4ChSurvivorsCSA (skim)
- ForcedMothersNUganda
- ChildrenSexualViolence

Week 6: October 8 & 10 (no class Oct. 6)

Lecture topics:
- War trauma & psychosocial effects of war
- Mental health and development in adversity: resilience

Reading:
- handouts on resilience
- MillerWarExposure2010
- MediationDailyStressorsMHGaza
- optional: BeyondWarSuffering

Week 7: October 13, 15, & 17

Lecture topics:
- Rapid assessment for CPIE
- Participatory research with children

*Group projects NGO descriptions due Friday October 17

Week 8: October 20, 22, & 24

Lecture topics:
- How children understand war and peace
- Core principles of humanitarian response
- Children’s rights

*Third film essay due Friday October 24 (on Moodle)

Reading:
- McLernonCairns2001
- CPIE CorePrinciples, Wessells Do No Harm
- CRC Rights Overview
- MeltonCRCsignificance
Week 9: October 27, 29, & 31

**Lecture topics:**
- Standards for protection
- Programming in complex emergencies
- Participation
- Child-friendly spaces

*NGO presentations begin*

*Friday: Tony posts Exam 2 study guide*

**Reading:**
- film in http://www.sphereproject.org/handbook/
  MinimumStdsofCP CFWG (Introduction only)
- MagidBoothbyIASC2013
- ParticipationSL&Uganda
- CFSsWessells&KostelnikY2013

Week 10: November 5 & 7 (no class Nov. 3)

**Lecture topics:**
- Mental health & psychosocial support (MHPSS)
- Psychological First Aid

*Exam #2 Friday November 7*

**Reading:**
- MHPSS StateoftheArt
- IASCguidelinesExcerpt
- PsychologicalFirstAid (pp.1-14)

Week 11: November 10, 12, & 14

**Lecture topics:**
- “Child soldiers”: killers, troublemakers, or victims?
- CAFF (or CAFFAG)
- Children and terrorism
- Girls in fighting forces
- AnnanWomenatWarUganda

*Fourth film essay due Friday Nov. 21 (on Moodle)*

**Reading:**
- Wessells2006
- ParisCommitments
- WTUD Ch4 (“girlhoods stolen”),

Week 12: November 17, 19, & 21

**Lecture topics:**
- DDRR and CAFF reintegration
- MHPSS with child soldiers

Week 13: November 24, 26, & 28

**Lecture topics:**
- Intractable and protracted conflict
- Children in the Israeli-Palestinian dilemma

Introduction to peace psychology and the contact hypothesis

Week 14: December 1, 3, & 5

**Lecture topics:**
- The peace dividend
- Education for war-affected children
- Children’s participation in peacebuilding
- Peace education

*Group Projects NGO proposals due Friday December 5*

**Reading:**
- EducationUnderAttack (exec summary only)
- AttacksonEducation
- where-peace-begins (skim)
- DeliveringEducationEmergencies (skim)
- Johnson&Johnson2005PeaceEd

Week 15: December 8, 10, & 12

**Lecture topics:**
- Returning home and participation
- Healing: Sealing the past, facing the future
- Interweaving traditional and Western approaches
- Change the world

*Friday: Tony posts Exam 3 study guide*

**Reading:**
- WessellsCommunityResilience
- StarkCleansingWoundsofWar
- Handout: GraduateEducation

Week 16: final exams

**Exam #3 TBA**