

American University of Beirut • Fall 2014
Syllabus for PSYC 240C: **Children and War**

“All wars, disastrous or victorious, are waged against children.”
– Eglantyne Jebb, Founder, Save the Children

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)
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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)
(please make an appointment whenever possible!)
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Assistants:

Rima Walidienne (visiting intern from UCSC)
email:

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/> (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!).

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.

Week 1: September 3 &

* **note Film night September 4:** 7PM, West Hall Auditorium B.

Lecture topics:

Reading:

Class introduction
Complex emergencies, definitions and terms
Child protection in war
The six grave violations

handouts: terms, psychosocial
SaveCPiE (pp. 5-36)
WTUD Ch1
optional/skim: SixGraveViolations

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/>
- SyriaChildrenUnderFire (pp. iv-vi)
- SyriaChildMortalityStolenFutures (Exec Summary)
- SyriaCPAssessment
- FutureOfSyriaUNHCR pp. 5-11
- SyrianRefugeesLebanon
- GBVSyriansInJordan
- GBV SyriansInLebanon
- 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

* **First film essay due Friday September 19** (on Moodle)

* **Group projects discussed and reviewed with assistants and with Tony by Friday September 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

Week 4: September 22, 24, & 26

* **Second film essay due Friday Sept 26** (on Moodle)

* **Friday: Tony posts Exam 1 study guide**

Lecture topics:

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

Reading:

RefugeeChMHproblems
UNHCR FrameworkCP pp. 7-28
WTUD Ch3 ("running scared")
TheLostOnes pp. 1-35
RefugeeResilienceAPA pp. 7-44, 65-68

Week 5: September 29, October 1 & 3

* **Exam #1 Friday October 3**

Lecture topics:

Sexual and gender-based violence (SGBV)
the UN's stop Rape Now campaign
see <http://stoprapenow.org>

Reading:

ICRC link "Sexual violence in armed conflict"
RapeMotivesMilitia, RapeInLiberia
SurvivingSexualViolenceCongo
CPiE GBV, GBVSyriansInJordan (skim)
GBV SyriansInLebanon (skim)
UnspeakableCrimesAgainstChildren (skim)
Caring4ChSurvivorsCSA (skim)
ForcedMothersNUGanda
ChildrenSexualViolence

Children born of war

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

* **Group projects NGO descriptions due Friday October 17**

Lecture topics:

Rapid assessment for CPiE
Participatory research with children

Reading:

PAR basics (skim)
ListenAndLearn: introduction, skim rest

Week 8: October 20, 22, & 24

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

Lecture topics:

How children understand war and peace
Core principles of humanitarian response
Children's rights

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/MinimumStdsCP> CPWG (Introduction only)

MagidBoothbyIASC2013

ParticipationSL&Uganda

CFSsWessells&Kostelny2013

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

AnnanWomen@WarUganda

Reading:

Wessells 2006

ParisCommitments

WTUD Ch4 (“girlhoods stolen”),

Week 12: November 17, 19, & 21

Lecture topics:

DDRR and CAFF reintegration

MHPSS with child soldiers

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

Reading:

ResilienceChildSoldiers2013

MHPSS SierraLeoneCAFF

Week 13: November 24, 26, & 28

Lecture topics:

Intractable and protracted conflict

Children in the Israeli-Palestinian dilemma

Reading:

PalestiniansWhoAreResilient

PunamakiPuhakka1997

QoutaPunamaki2003

CopingStylesPalestinian2013

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