

INTD 4322/5004, POLI 3810/5602

Children and War

Course Syllabus

July 6-17, 2020

Dalhousie University

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Introduction

The aim of this course is to explore the many dynamics of conflict that affect children globally. The course will take both a thematic and case study approach. Currently, conflicts that occur are most often intra-state conflicts. The victims of such conflicts are disproportionately women and children. At the same time, the demographics of many of the most war-torn societies, has led to increasing numbers of children being involved in the conflict. This course will aim to explore various aspects related to children and war. On the one hand the course will discuss the effects of war on children. However, it will also discuss the involvement of children in the participation of war. In addition, what are the responsibilities of the International Community to protect and support children of war? What can we learn from the children that have survived in terms of their agency and resilience? What preventative measures can be taken to better ensure children do not fall victims to armed conflict? The course will also explore aspects of culture and its effects on solutions to the dynamics of children and war. In addition, students will learn about various types of child exploitation that make children vulnerable across the peace and wartime spectrum.

Pedagogy

This course will be taught through various formats but due to COVID-19 we will be exclusively online for the summer of 2020. Lectures will be provided with recorded ppts each day for students to review and posted by 9am each morning. Readings should be conducted to compliment the lectures and will all be found on the brightspace page. Students will be expected to contribute to daily discussion forums that will be posted. Videos will also be used to highlight issues. Guest speakers will also be provided as an opportunity for students in an online platform. Students will partake in projects from day one of the course.

Course Outline

1. July 6 – Introduction to the Course
 - Definition of a child
 - Cultural Relativism
 - The Impact of Armed Conflict on Children
 - STUCK or Waithood Theory

- Getting Children on “the Agenda”

Guest Speaker: Amara Bangura – Romeo Dallaire Child Soldiers Initiative

Readings:

Suggest replacing with George Graham, et al. “Stop the War on Children: Protecting Children in 21st Century Conflict.” (London: Save the Children, 2019)

“Machel Study 10-Year Strategic Review: Children and Conflict in a Changing World” (UNICEF, 2009)

P.W. Singer, *Children and War* (Los Angeles, University of California Press: 2006). Ch. 5 **This textbook is also highly recommended.**

Charlotte Wagnsson, Maria Hellman, and Arita Holmberg, “The Centrality of Non-traditional Groups for Security in the Globalized Era: The Case of Children,” *International Political Sociology* (2010) vol. 4.

Julia Maxted, “Children and Armed Conflict in Africa,” *Social Identities*, Vol. 9, No. 1, 2003.

Alcinda Honwana, “Youth, Waithood and Protest Movements in Africa – a Lecture by Alcinda Honwana,” 2013, <https://africanarguments.org/2013/08/12/youth-waithood-and-protest-movements-in-africa-by-alcinda-honwana/>

2. July 7 - How are children used in war?

- Peace time/War Time Vulnerability
- Child Labour and War
- Child Soldiers
- Resource Exploitation
- Child Trafficking
- Maritime Piracy and Children

Readings:

Afua Twum-Danso, “Africa’s Young Soldiers: The Co-option of Childhood,” Institute for Security Studies (Pretoria, RSA) Monograph Series, No. 82, April 2003.

The Roméo Dallaire Child Soldiers Initiative, *Children and Youth in Marine Piracy*, 2012.

The Roméo Dallaire Child Soldiers Initiative, “Child Trafficking, Child Soldiering: exploring the relationship between two ‘worst forms’ of child labour” <http://www.tandfonline.com/doi/abs/10.1080/01436597.2013.824639>

3. July 8 – Gender, Children and War

- How are boys and girls impacted differently in war?
- The Women, Peace and Security Agenda

- Sexual violence as a weapon of war

Readings:

Plan International, “Because I am a Girl: State of the World’s Girls, 2011”.

Myriam Denov & Alexandra Ricard-Guay (2013) Girl soldiers: towards a gendered understanding of wartime recruitment, participation, and demobilisation, *Gender & Development*, 21:3, 473-488

Chris Coulter, Mariam Persson, and Mats Utas, “Young Female Fighters in African Wars,” Policy Dialogue No.3, Nordic Africa Institute, 2008.

Shelly Whitman, “Sexual Violence in Conflict: Understanding the experiences of child soldiers,” in *Female Child Soldiering, Gender, Violence and Feminist Theologies* ed. Susan Willhauck (Palgrave MacMillan, 2019)

4. July 9– International Legal Frameworks and Children

- The UN Convention on the Rights of the Child
- UN Security Council Resolutions
- The International Criminal Court
- Children as witnesses

Readings:

Tonderai W. Chikuhwah, “The Evolution of the United Nations Protection Agenda for Children: Applying International Standards”, in *Child Soldiers in the Age of Fractured States*, eds. Scott Gates and Simon Reich, pp. 37-54. Pittsburg: University of Pittsburg Press, 2009.

Office of the Secretary-General on Children and Armed Conflict, “Six Grave Violations Against Children During Armed Conflict: The Legal Foundations,” Working Paper No. 1, October 2009.

Julie McBride, *The War Crime of Child Soldier Recruitment* (The Hague, Netherlands, Springer, 2014). P. 43-80.

The Office of the Prosecutor (2016). Policy on Children. The Hague: International Criminal Court. https://www.icc-cpi.int/iccdocs/otp/20161115_OTP_ICC_Policy-on-Children_Eng.PDF

5. July 10– Security Sector Challenges and Children

- Security forces and children
- Peacekeeping challenges
- Early Warning Indicators

Readings:

Dallaire, R., Holland, S., Whitman, S., "Innovation in the Prevention of the use of Child Soldiers: Women in the Security Sector," *Prism*, Vol 6, No. 1, retrieved at: <http://cco.ndu.edu/Publications/PRISM/PRISMvolume6,no1/tabid/20716/Article/684610/innovation-in-the-prevention-of-the-use-of-child-soldiers-women-in-the-security.aspx>

Zorzeta Bakaki & Kaisa Hinkkainen. (2016) Do child soldiers influence UN Peacekeeping?, *International Peacekeeping*, 23:4, 540-567, DOI: 10.1080/13533312.2016.1173512
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1080/13533312.2016.1173512>

Judith Hughes, "Child Soldiers: Are US Military Members Prepared to deal with the Threat?" February 2006.

Small Arms Survey, "Chapter 7: The Other Half: Girls in Gangs", in Small Arms Survey 2010, Gangs, Groups and Guns (Cambridge University Press: 2010).

Johnson, Dustin, Shelly Whitman, & Hannah Sparwasser Soroka. (2018). Prevent to Protect: Early Warning, Child Soldiers, and the Case of Syria. *Global Responsibility to Protect*, 10(1–2), 239–259.

Reeves, D., Whitman, S., Johnson, D., McNeil, J., Kean, W., Zayed, T., and Conradi, C. Child Soldiers: A Handbook for Security Sector Actors (3rd ed). Halifax, NS: The Roméo Dallaire Child Soldiers Initiative, 2017, pages 13-40 and 49-64.

6. July 13– Demobilisation, Disarmament and Rehabilitation: Children

- Define DDR
- Challenges to DDR
- Case Studies – gangs vs. armed groups
- Breaking the cycle of violence

Readings:

Klein, P.M., & Mone, E. "Coping with War: Three strategies employed by adolescent citizens of Sierra Leone," *Child and Adolescent Social Work Journal*, 2003, 20(5), p.321-333.

Neil Boothby & Blake Thomson (2013) Child Soldiers as Adults: The Mozambique Case Study, *Journal of Aggression, Maltreatment & Trauma*, 22:7, 735-756

Elisabeth Schauer and Thomas Elbert, "The Psychological Impact of Child Soldiering", in *Trauma Rehabilitation After War and Conflict*, ed. E. Martz, Springer: 2010

Milfrid Tonheim (2017) Repair, stigmatisation or tolerance? Former girl soldiers' experience of their 'homecoming', *Conflict, Security & Development*, 17:5, 429-449.

“Life After Death: Helping Former Child Soldiers become whole again,” Theresa Betancourt, Harvard School of Public Health found at: <http://www.hsph.harvard.edu/news/magazine/child-soldiers-betancourt/>, Fall 2011.

7. July 14 - Peacebuilding and Children

- How can children be part of the peacebuilding agenda?
- Children as “zones of peace”
- Youth, Peace and Security
- Case studies
- Community prevention

Guest Speaker: Dr. Catherine Baillie Abidi, Romeo Dallaire Child Soldiers Initiative

Readings:

Jean Chrysostome K. Kiyala, “Challenges of Reintegrating Self-Demobilised Child Soldiers in North Kivu Province: Prospects for Accountability and Reconciliation via Restorative Justice Peacemaking Circles”, *Human Rights Review* (2015) 16:99–122

Martha Mutisi, “Interrogating traditional youth theory: Youth Peacebuilding and engagement in post-conflict Liberia,” *Africa Dialogue*, Monograph Series No. 1/2012, p. 87-121.

Shelly Whitman, “Child Combatants and Peace Processes: Challenges of Inclusion and Exclusion,” in Vulnerable Children and the Law: International Evidence for Improving Child Welfare, Child Protection and Children’s Rights eds Rosemary Sheehan, Helen Rhoades and Nicky Stanley (Jessica Kingsley Press, London: 2012) p. 75-92.

Myriam Denov, “Child Soldiers and Iconography: Portrayals and (Mis)Representations”, *Children & Society*, 26 (2012) pp. 280–292

UNICEF, “A Practical Guide to fulfill the reintegration needs and rights of girls formerly associated with armed forces and armed groups in South Sudan,” 2019.

8. July 15– Vulnerability of Children - Domestic and International Challenges

- The spectrum of Radicalization to violence
- Migration, Refugees and Children
- Detention of children and youth in war

Readings:

Asaad Almohammad. (2018). ISIS Child Soldiers in Syria: The Structural and Predatory Recruitment, Enlistment, Pre-Training Indoctrination, Training, and Deployment. The Hague: International Centre for Counter-Terrorism. <https://icct.nl/wp-content/uploads/2018/02/ICCT-Almohammad-ISIS-Child-Soldiers-In-Syria-Feb2018.pdf>

MacDermaid Wadsworth, Shelley M., "Family Risk and Resilience in the Context of War and Terrorism", *Journal of Marriage and Family* 72 (June 2010), p. 537-556.

Benotman, N., Malik, N. and Whitman, S., "The Children of the Islamic State," a report by the Quilliam Foundation and the Romeo Dallaire Child Soldiers Initiative (2016), <https://www.quilliamfoundation.org/wp/wp-content/uploads/publications/free/the-children-of-islamic-state.pdf> .

Whitman, Shelly, Darin Reeves, and Dustin Johnson. "Addressing the Gaps in Security Sector Training: The Detention of Child Soldiers." In *Protecting Children against Torture in Detention: Global Solutions for a Global Problem* edited by Andra Nicolescu, Vidya Dindiya, Ana Dionne-Lanier, and Mikhail Orkin. Washington, DC: American University – Washington College of Law, 2017.

9. July 16– Children, Resiliency and Agency

- Defining resiliency
- What are the factors that lead to OR detract from resilience?
- Defining agency for children in war

Readings:

Alison M.S. Watson, "Can there be a kindered Peace?"

Mike Ungar, "Resilience Across Culture," *British Journal of Social Work* (2008): 38, pp. 218-235. <http://bjsw.oxfordjournals.org/content/38/2/218.full.pdf+html>

Mercy Corps, "Motivations and Empty Promises: Voice of Former Boko Haram Combatants and Nigerian Youth," April 2016. https://www.mercycorps.org/sites/default/files/Motivations%20and%20Empty%20Promises_Mercy%20Corps_Full%20Report.pdf

World Vision, "It Takes a World to end the use of Child Soldiers," February 2019. <https://www.wvi.org/it-takes-world/publication/no-choice-it-takes-world-end-use-child-soldiers>

10. July 17– Final class (10 am – 12:00 pm)

- I ask that everyone joins the google hangout link I will provide to have a final class discussion with the theme of building a global peace and security agenda. Attendance will be taken and students are expected to come prepared to contribute. **INTD 5004 and 5602 students will be expected to deliver 10 minute presentations on a topic related to the theme and the lectures in this course.**

Course Requirements

***Please Note the Additional Requirements for INTD 5004 and POLI 5602 students.**

1. INTD 5004 and POLI 5602 students will be required to conduct presentations on the last day as well as to provide a two page written analysis to accompany the presentation.

ALL STUDENTS

1. Policy Alignment Assignment - 40%

Students will be asked to choose a country and to assess their implementation of one of the following international legal conventions or frameworks related to the protection of children: the African Charter on the Rights and Welfare of the Child, the Safe Schools Declaration, the Vancouver Principles on Peacekeeping and the Prevention of the Recruitment and Use of Child Soldiers, the Optional Protocol to the Convention on the Rights of the Children on the involvement of Children in Armed Conflict (OPAC) or the International Labour Organization's Convention 182. This will require students conduct research, utilizing a variety of sources (ie: Child Soldiers World Index (childsoldiersworldindex.org), the UN SG Annual Report on Children in Armed Conflict, Global Peace Index, ILO, Alliance 8.7) and actively search for reports that are relevant.

Students will be expected to provide a brief background as to why this country was chosen in terms of relevance to the topic and why the particular international convention was chosen. Countries will be rated by the students in terms of implementation and a scale or comparison ratio should be created as well as a narrative that must be provided to explain the rating. **Example:** non-compliant, partially compliant, fully compliant. Within this narrative, students will be expected to cite materials, sources and documents. Citation style is up to the student to choose but be consistent and correct in the application. The narrative should be no more than 2500 words. **Submissions are due on the 20th of July.**

Technical requirements for your submission:

- File Types: Assignments must be submitted on the Course Site in MS Word .doc, or .docx.
- All assignments should be in 12 Times New Roman (TNR) font, double-spaced
- Each page should include the student's name, student number, assignment type and page numbers in the header or footer.
- No title page is required.

2. Class Participation in discussion forums - 30%

All students are expected to participate meaningfully each day in the daily discussion forums. Students will be assessed on their willingness to contribute meaningfully to class discussions and to the final class discussion on 17 July.

Discussion Posting Guidelines:

Focused online discussions allow students to express their understanding of information that is covered in each of the modules, to discuss that information with classmates and their instructor, and to integrate

the results of those discussions into their own learning. Please follow specific instructions to the Discussion requirements.

- You are required to participate in all online discussions.
- Each online discussion will consist of an initial posting on the discussion topic and at least two response postings (comments) in response to classmate's posting.
- Augmentations of your initial posting in response to your classmate's comments are certainly encouraged.

Initial Posting (300-words)

If more than one, choose one question from the list of questions provided for the Unit. Posting should be written in a logical, coherent fashion with good grammar and structure.

Response Postings (100 words)

Read the postings of your classmates and respond to at least two postings. Present additional/alternate perspectives or, if you agree or disagree with them, explain why. You are expected to be an active participant in the discussions. A quality comment should build on another student's posting or add an additional point of view that references that text or some other reference materials. Your grade for this part will be based on the extent to which your answer draws on the materials in the course and the relevance of your comments. Students should review the comments of all classmates and are encouraged to continue discussion in the forum as you would in a seminar session in a classroom.

Remember, you will be assessed based on the strength of your arguments. While you might find it appropriate to use direct quotes from the literature, your instructor is looking primarily for your own words.

Be respectful of your language, approach and mindful that we can all have varying political opinions. Non-adherence to Dalhousie university policies on diversity, equity and inclusion will not be tolerated and will result in disciplinary action.

3. Opinion Editorial (op-ed) - 30%

All students are asked to create an opinion piece as if they are submitting to a major newspaper and choose a newspaper to submit to. The topic should be on a current context of an issue related to children and armed conflict that is happening in the news cycle of the time of the class. An op-ed must be based on facts but requires calls to action. Please see an example: <https://www.theglobeandmail.com/opinion/article-front-line-workers-risk-moral-injury-when-helping-children/>

The op-ed should be no more than 850 words. Please read examples of op-eds and reference the guidelines of the newspaper you are submitting the piece to as part of your assignment. Students should provide an email with the assignment that demonstrates their attempt to get the piece published. Students who successfully get their op-ed published will receive 10 bonus marks on their overall grade!

Due Date: July 17th

Course Expectations

Student-Instructor Interaction

As your instructor, I am committed to providing a learning experience through thoughtful planning, implementation and assessment of course activities. I am also committed to being readily available to students throughout the course by:

1. Replying to questions in the Online Office forum within 24-48 hours.
2. Replying to emails within 24-48 hours.
3. Returning graded course work with feedback within 7-10 days of each assignment due date.
4. I will be online from 10 am-12pm each day to answer questions.

Online Office

Students should post questions of general interest any time in the Online Office in Brightspace; replies also will be posted here so that all students can see the answers. But if the nature of the question is more personal or if you are not comfortable having other students see the message, please use another means of communication such as email. All students are expected to hand their assignments in on time, late penalties of 10% per day reductions will be enforced. Students are also expected to adhere to the Dalhousie University rules and regulations regarding academic integrity. Plagiarism will be punished according to the regulations. Students are expected to be prepared and ready to discuss current affairs and topics that pertain to the class. Everyone in the classroom is expected to treat the subject matter and each other with respect.