

**INTD 4322/5004, POLI 3810/5602**

**Children and War**

**Course Syllabus**

**July 3 -13, 2018**

**Mona Campbell Room 1108**

**M-F 1:05pm – 4:55 pm**

**Dalhousie University**

**Instructor: Shelly Whitman**

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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. Lectures will take place and seminar style format will also be utilized. Students will be expected to discuss readings. Videos will also be used to highlight issues. Guest speakers will also be brought in to the classes. Students will partake in projects from day one of the course, missing classes will not be permitted without permission from the instructor.

### **Course Outline**

1. July 3 – Introduction to the Course
  - Definition of a child
  - Cultural Relativism
  - Overview of the state of the world's children

- Peacetime-Wartime dynamics and children
- Getting Children on “the Agenda”

**Documentary: “Cry Freetown”**

**Readings:**

Graça Machel, *The Impact of War on Children* (Vancouver, UBC Press, 2001)

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.

2. July 4 - How are children used in war?

- Child Labour and War
- Child Soldiers
- Resource Exploitation
- Child Trafficking
- Maritime Piracy and Children
- Gender and War – girls and boys

**Documentary: Grace, Milly, Lucy**

**Readings:**

Graça Machel, *The Impact of War on Children* (Vancouver, UBC Press, 2001).

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>

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

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>

“Girls in Fighting Forces: Moving Beyond Victimhood”, (Myriam Denov)

[http://www.crin.org/docs/CIDA\\_Beyond\\_forces.pdf](http://www.crin.org/docs/CIDA_Beyond_forces.pdf)

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

3. July 5– International Legal Mechanisms

- Case Studies: Thomas Lubanga and Dominic Ongwen
- Security Council Resolutions
- The International Criminal Court
- International and national legislation
- Child soldiers as witnesses

**Readings:**

Julia Freedson and Clelia Peters, “A More Effective Monitoring of Violations Against Children in Armed Conflicts,” *UN Chronicle*, No. 2, 2004.

Graca Machel, *The Impact of War on Children* (Vancouver, UBC Press, 2001)

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 International Criminal Court and Children’s Rights <http://www.iccnw.org/documents/FS-AMICC-ICCnChildRights.pdf>

**Documentary: “The Prosecutor”**

4. July 6– Security and Children (small arms, gangs, security forces/peacekeeping)

- Small arms and light weapons
- Security forces and children
- Private security
- Gangs
- Peacekeeping challenges
- Early Warning Indicators

**Readings:**

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

Franklyn Bai Kargbo, “International Peacekeeping and Child Soldiers,” *Cornell International Law Journal*, 1 vol. 37, 2004.

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).

Holland, S. and Whitman, S. "Understanding the use and Recruitment of Child Soldiers as an Early Warning Indicator," (2015) The Roméo Dallaire Child Soldiers Initiative <http://www.childsoldiers.org/?portfolio=understanding-the-recruitment-and-use-of-child-soldiers-as-an-early-warning-indicator>.

"Child Soldiers: A Handbook for Security Sector Actors", The Roméo Dallaire Child Soldiers Initiative (p.19-24 Children as a security concern; p.79-130 The Tactical Response)

5. July 9– Demobilisation, Disarmament and Rehabilitation: Children
  - Challenges to DDR
  - Case Studies – gangs vs. armed groups
  - The cycle of violence

**Documentary: "Return to Freetown"**

**Readings:**

Graca Machel, *The Impact of War on Children* (Vancouver, UBC Press, 2001) p. 80 – 104.

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.

Report prepared for Psychology Beyond Borders, "Psychosocial Adjustment and Social Reintegration of Children Associated with Armed Forces and Armed Groups" .

Derluyn, Ilse, Broekaert, Eric, Schuyten, Gilberte, and De Temmerman, Els, "Post-Traumatic Stress in former Ugandan Child Soldiers," *the Lancet*(2004), Vol 363, p.861-863.

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

6. July 10 - Peacebuilding and Children
  - How can children be part of the peacebuilding agenda?
  - Children as "zones of peace"
  - Case studies
  - Imagery associated with children and armed conflict

## Readings:

Kirsten Gislesen, "A Childhood Lost? The Challenges of Successful DDR of Child soldiers: The Case of West Africa," Norwegian Institute of International Affairs, 712 paper. <http://english.nupi.no/Publications/Working-Papers/2007/A-Childhood-Lost>

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.

"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 11– Religious and Ideological Wars: Children
  - Challenges of Religious/Ideological Wars
  - Context specific case studies
  - Domestic vs. International Challenges
  - Migration, Refugees and Children

## Readings:

Gray, David H., and Matchin, Tom Owen, "Children: the New Face of Terrorism," *International NGO Journal*, June 2008, vol. 3(6), p. 108-114. [http://www.academicjournals.org/article/article1380892899\\_Gray%20and%20Matchin.pdf](http://www.academicjournals.org/article/article1380892899_Gray%20and%20Matchin.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> .

8. July 12– Children, Resiliency and Agency
  - Defining resiliency

- What are the factors that lead to resilience?
- How can we nurture children's agency?

### **Documentary: War Dance**

### **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>

### **9. July 13– Group Presentations**

**All Day is reserved for the final group presentations. All students are expected to attend.**

### **Course Requirements**

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

#### 1. Group Presentation – 30%

Students will be divided into groups of 5-7 people for group presentations. These presentations will take place on the last day of class and shall be no longer than 20 minutes each. Each group is required to create a relational diagram for children and armed conflict. The specific subject matter chosen for such a diagram is open – it could be a country study example, a specific topic such as child soldiers, child labour, refugees, security, or impunity. Students should use a powerpoint presentation and be creative with multi-media. It is imperative to engage the class in the presentation and to be ready to answer challenging questions.

**INTD 5004 and POLI 5602 students will be required to conduct these presentations in graduate level groups as well as provide a two page written analysis to accompany the presentation.**

#### 2. Policy Paper Briefing Note – 25%

The policy paper briefing is meant to be a document addressed to a specific agency, government, or international body that should be concerned with the treatment of children in war. The aim of the paper is to highlight a key issue related to children and war that is overlooked, underfunded, not researched significantly, or lacks political will and to bring it to the attention of those that should be addressing the issue you choose. This policy paper is due **on the 16th of July**. It should be no longer than 4 pages in length. Ensure you properly reference your paper and create a bibliography. The paper is to be to the point, concise and must give concrete recommendations.

#### 3. Class Participation and Attendance – 15%

All students are expected to attend all classes. Students will be assessed on their willingness to contribute meaningfully to class discussions and to present readings.

**INTD 5004/POLI 5602 students will be required to present readings and lead class discussion sessions to account for 10% of the 15%.**

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

All students are asked to create an opinion piece as if they are submitting to a major newspaper. 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. Students should ensure they read examples of opinion pieces that have been created as part of the background research. The op-ed should be no more than 850 words. See the following link: <https://www.prnewswire.com/blog/13-tips-for-writing-and-pitching-op-ed-stories-10590.html>. Students who successfully get their op-ed published will receive 10 bonus marks on their overall grade!

**Due Date: July 11th.**

**Course Expectations**

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 come to class 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. Group assignments are to be taken seriously and evaluations of individual members will take place on the final day of class, those who do not take this responsibility seriously will be penalized.