

## **Children and Youth in Conflict, Peace-building and Development**

**GLOB1-GC3045.001 – 3 credits**

Master's Program, Center for Global Affairs

School of Professional Studies, New York University

Fall 2017, Tuesdays, 12:30-3:10 p.m., Sept. 5 – Dec. 5

**Instructor:** Barbara Borst

Email: [barbara.borst@nyu.edu](mailto:barbara.borst@nyu.edu)

Office hours by appointment

### **Course description:**

Child soldiers, student revolutionaries, terrorism recruits, migrant workers and legions of unemployed youth – these are but a few of the important roles that young people play in national and international affairs. This course will consider a wide variety of ways in which young people help to shape the future and the responses to their roles.

The course will begin with a discussion of international standards – the Convention on the Rights of the Child, other human rights treaties, humanitarian law and development goals. We also will discuss the youth bulges that affect many countries, the graying of other societies, the disparities of gender, and the cultural definitions of childhood and youth.

Next we will turn to the complex positions of young people in societies in conflict – as fighters and casualties, suicide bombers and drug runners, perpetrators and victims of sexual violence and human trafficking, and as demonstrators and militants seeking to end or to sustain dictatorships. We will move on to issues of peace-building that directly involve youth: demobilization and reentry; education, training and jobs for young women and men, and efforts to reconcile groups after conflict.

The course will then review the roles that young people can and do play in developing their societies: through their openness to social and economic change, advancement in education and entrepreneurship, adoption of better health practices, engagement in sports, arts and entertainment, and their efforts to establish democracy. The course assignments will ask students to develop ideas for addressing the needs of young people and harnessing the possibilities they bring to global affairs.

### **Course Structure and Methods:**

This course will meet in person for 14 sessions. Students will have an opportunity to learn through discussions, lectures and guest speakers.

### **Course Prerequisite:**

There is no prerequisite for this course.

**Course Learning Outcomes:**

Students can expect to expand their ideas about young people as actors in world affairs; to strengthen their skills in research and analysis, small group cooperation and public speaking, and to develop recommendations for policy changes related to their concentrations in the Global Affairs program.

**Required materials:**

John Weeks and Debbie Fugate, *The Youth Bulge*. New York: International Debate Education Association, 2012. Paperback. About \$15

Scott Gates and Simon Reich, editors, *Child Soldiers in the Age of Fractured States*. Pittsburgh: University of Pittsburgh Press, 2010. Paperback. About \$24.

Stephanie Schwartz, *Youth and Post-conflict Reconstruction*. Washington, DC: U.S. Institute of Peace Press, 2010. Paperback. About \$14.

Course pack: Available at Unique Copy Center. About \$45  
252 Greene Street, New York, NY 10003, Tel: 212-420-9198

Articles available electronically, either through NYU Libraries electronic-journals or on the Web

**Communications:**

Students should communicate with the instructor in person before or after class, or by email. The instructor will endeavor to reply to email within 48 hours.

**Assessment:**

Paper 1 = 30 percent

Paper 2 = 30 percent

Group project and presentation = 25 percent

Class participation = 15 percent

**SCPS Grading Scale:**

A = Exceptional; superior effort (4.0)

A minus = Excellent (3.7)

B plus = Very good (3.3)

B = Good; meets program standards (3.0)

B minus = Meets program standards in most respects (2.7)

C plus = Requires moderate improvement (2.3)

C = Requires significant improvement (2.0)

C minus = Requires extensive improvement (1.7)

F = Fail; does not meet minimal course requirements (0)

**Evaluation criteria:**

**Papers 1 and 2:** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.

**Group Project and Presentation:** Addressing the questions asked and drawing relevant and useful conclusions based on research and analysis; working together effectively as a team. Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.

**Class Participation:** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

**Course Expectations:**

Students are expected to complete all of the written assignments and the presentation, as well as to participate in class discussions.

**Assignments: (Details below)**

Two papers, each 2,500-3,000 words (10-12 pages double-spaced) in length. The papers are to focus on young people in a society experiencing violent conflict, attempting peace-building or striving for development.

One small-group project presented orally, with supporting documents. All group projects are to focus on societies emerging from political or armed conflict.

*A printed copy of each paper must be handed to the instructor.*

*An electronic copy must be submitted through NYUClasses.*

*All written assignments will be checked electronically using the Turnitin program.*

**Research for all assignments:**

The emphasis should be on good quality research and analysis. Use both primary and secondary sources. Seek out the best sources available on the issues you raise.

Do NOT use Wikipedia, Infoplease or similar Web sites as sources.

Use of the CIA World Factbook should be limited.

Plagiarism will not be tolerated. Use quotation marks to identify every series of words taken from another source; also provide a citation to credit the source. Use notes to credit the sources of quotations, ideas and information that come from others.

Consult the *MLA Handbook* or Turabian's *A Manual for Writers of Research Papers* for instructions on proper citations.

**Papers must include both:**

**(1) Footnotes, endnotes or parenthetical notes in the text**

**Provide the precise location of material cited.**  
**(2) A bibliography or a list of works cited**

**Paper 1: Research and Analysis – Due on Oct. 3**

Length: 2,500-3,000 words (10-12 pages double-spaced), plus bibliography or list of works cited

Choose a topic focused on young people in a society experiencing violent conflict, attempting peace-building or striving for development. Devise a research question on a specific element of that topic. Prepare a research and analysis paper on that subject. Turn in a paper copy and also upload an electronic copy on NYU Classes.

**Group presentation: Peace-building**

**To be presented on Oct. 31 or Nov. 7**

Form a small group (two to four) and work together to develop a project that would engage young people in a society emerging from political or armed conflict.

The project may focus either on peace-building or on democracy-building.

Prepare an oral presentation of your project; each student must present a portion.

Submit supporting documents, including a list of works cited, to the professor.

**Paper 2: Research and Recommendations – Due on Nov. 28**

Length: 2,500-3,000 words (10-12 pages double-spaced), plus bibliography or list of works cited

Choose a topic focused on young people in a society experiencing violent conflict, attempting peace-building or striving for development; choose a country different from the ones for paper 1 and for the presentation. Devise a research question on a specific element of that topic. Present your analysis and recommendations on how that issue could be addressed.

Write your paper, including recommendations, in one of the following forms: a policy paper, a consultant's report or a grant proposal.

Turn in a paper copy and also upload an electronic copy on NYU Classes.

**Policies of the Center for Global Affairs:**

**CGA Attendance and Lateness policy:** All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (with an explanation or not) during the Fall and Spring and one (1) absence during the summer will likely lead to a need to withdraw from the course or a failing grade.

**CGA Incomplete policy:** Incompletes are only granted in extreme cases such as

illness or other family emergency and only where almost all work for the semester has been successfully completed and the basis for the Incomplete can be verified. A student's procrastination in completing his/her paper is not a basis for an Incomplete.

**All written work must be submitted via the NYU Classes Website.** All required assignments in this course will be checked for plagiarism using TurnItIn plagiarism-detection software.

### **Policies of the School of Professional Studies:**

#### **Statement on Academic Integrity and Plagiarism**

*“Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.”*

#### **FERPA**

“NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the NYU Classes Academic Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies. The full list of policies can be found at the web links below.”

University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>

NYUSPS: <http://sps.nyu.edu/academics/academic-policies-and-procedures.html>

### **Readings and Assignments:**

#### **Class 1: Sept. 5**

#### **Introduction to the course; survey of international laws and standards**

“The Paris Principles: Principles and Guidelines on Children Associated with Armed Forces or Armed Groups,” p. 4-7, 13-16

<http://www.unicef.org/emerg/files/ParisPrinciples310107English.pdf>

UN Security Council Resolution on Children and Armed Conflict - [S/RES/1612 \(2005\)](#)  
<http://www.un.org/en/sc/documents/resolutions/2005.shtml>

Geneva Conventions <https://www.icrc.org/en/war-and-law/treaties-customary-law/geneva-conventions>

Refugee convention <http://www.unhcr.org/pages/49da0e466.html>

Universal Declaration of Human Rights  
<http://www.un.org/en/documents/udhr/index.shtml>

Convention on the Rights of the Child  
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Sustainable Development Goals  
<https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

Millennium Development Goals <http://www.un.org/millenniumgoals/>

UNDP Human Development Report <http://hdr.undp.org/>

## **Class 2: Sept. 12**

### **Concepts of childhood, youth bulge and implications for international affairs**

John Weeks and Debbie Fugate, *The Youth Bulge*, New York: International Debate Education Association, 2012, p. 1-86 (textbook)

Nicola Ansell, *Children, Youth and Development*. London: Routledge, 2005, p. 63-88 (course pack)

“Changing Population Age Structures,” Report of the UN Secretary-General, (E/CN.9/2017/2), April 2017, 20 pages <https://undocs.org/E/CN.9/2017/2>

UNICEF, “State of the World’s Children 2015: Reimagine the Future,” p. 1-26  
[http://www.unicef.org/publications/files/SOWC\\_2015\\_Summary\\_and\\_Tables.pdf](http://www.unicef.org/publications/files/SOWC_2015_Summary_and_Tables.pdf)

## **Class 3: Sept. 19**

### **Humanitarian emergencies – impacts on young people**

Scott Gates and Simon Reich, editors, *Child Soldiers in the Age of Fractured States*, p. 14-26, 27-36, 55-76 (textbook)

John Weeks and Debbie Fugate, *The Youth Bulge*, International Debate Education Association: 2012, p. 90-97, 114-121 (textbook)

UNICEF, “State of the World’s Children 2016,” p. 4-20  
[https://www.unicef.org/publications/files/UNICEF\\_Annual\\_Report\\_2016.pdf](https://www.unicef.org/publications/files/UNICEF_Annual_Report_2016.pdf)

“Children and Conflict in a Changing World,” (Also called the Machel report plus 10), United Nations, 2009, p. 8-15, 18-31

[http://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview\\_en.pdf](http://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview_en.pdf)

“Six Grave Violations,” Special Representative of the UN Secretary General on Children

and Armed Conflict, (2 pages) <http://childrenandarmedconflict.un.org/effects-of-conflict/six-grave-violations/>  
Simon Turner, "Angry Young Men in Camps," Center for Documentation and Research, June 1999 (14 pages) <http://www.unhcr.org/3ae6a0c38.html>  
Richard Akresh, Leonardo Lucchetti and Harsha Thirumurthy, "Wars and Child Health: Evidence from the Eritrean-Ethiopian Conflict," *Journal of Development Economics*, Nov. 2012, p. 330-340 (NYU e-library)

#### **Class 4: Sept. 26**

##### **Civil wars in Africa – child in armed groups**

Scott Gates and Simon Reich, editors, *Child Soldiers in the Age of Fractured States*: 2010, p. 143-159, 160-182, 183-199 (textbook)  
Jimmie Briggs, *Innocents Lost*, p. 1-38, 105-144 (course pack)  
David M. Rosen, *Armies of the Young: Child Soldiers in War and Terrorism*, 2005, p. 76-90 (course pack)  
"Report of the Secretary-General on Children and Armed Conflict in Nigeria," United Nations, (S/2017/304) May, 2017, 17 pages <http://undocs.org/S/2017/304>  
**Optional:** Sarah Topol, "The Boys from Baga," *The New York Times Magazine*, June 25, 2017 (10 pages) (NYU e-library)  
Jeffrey Gettleman, "Once a Child Soldier, Now Fighting to Find His Way Back," *The New York Times*, April 5, 2017 (2 pages) (NYU e-library)

#### **Class 5: Oct. 3 – Paper 1 due**

##### **Young combatants in Asia, Latin America and the Middle East**

Scott Gates and Simon Reich, editors, *Child Soldiers in the Age of Fractured States*: 2010, p.108-120, 121-140 (textbook)  
Jimmie Briggs, *Innocents Lost*. Basic Books: 2005, p. 39-78, 81-104 (course pack)  
David M. Rosen, *Armies of the Young: Child Soldiers in War and Terrorism*, p. 105-131 (course pack)

#### **Class 6: Oct. 10**

##### **Ending the exploitation of youth in conflicts**

##### **Confronting terrorism recruitment**

Scott Gates and Simon Reich, editors, *Child Soldiers in the Age of Fractured States*, p. 37-51, 203-246 (textbook)  
Watchlist on Children and Armed Conflict, "Expanding the UN's Children and Armed

Conflict Agenda,” May 2015, p. 1-13 <http://watchlist.org/publications/expanding-uns-children-armed-conflict-agenda/>

“Children and Conflict in a Changing World,” United Nations, 2009, p. 104-111, 151-169  
[http://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview\\_en.pdf](http://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview_en.pdf)

Mary Anne Weaver, “Why Do They Go?” *The New York Times Magazine*, April 19, 2015 (8 pages) (NYU e-library)

Rukmini Callimachi, “ISIS and the Lonely Young American,” *The New York Times*, June 28, 2015 (6 pages) (NYU e-library)

NaBeelah Jaffer, “The secret world of ISIS brides,” *The Guardian*, June 25, 2015 (5 p) <http://www.theguardian.com/world/2015/jun/24/isis-brides-secret-world-jihad-western-women-syria>

Rukmini Callimachi, “Not ‘Lone Wolves’ After All,” *The New York Times*, Feb. 5, 2017 (4 pages) (NYU e-library)

Scott Shane, “From Minneapolis to ISIS: An American’s Path to Jihad,” *The New York Times*, March 21, 2015 (4 pages) (NYU e-library)

Kalsoom Lakhani, “Indoctrinating Children: The Making of Pakistan’s Suicide Bombers,” Combatting Terrorism Center at West Point, June 3, 2010 (3 pages) <https://www.ctc.usma.edu/posts/indoctrinating-children-the-making-of-pakistan%E2%80%99s-suicide-bombers>

Alon Ben-Meir, “Integration is the Open Secret to Deradicalization,” April 2015 (4 pages) <http://www.alonben-meir.com/article/integration-is-the-open-secret-to-deradicalization/>

**Optional:** Patrick Radden Keefe, “Where the Bodies Are Buried,” *The New Yorker*, March 16, 2015 <http://www.newyorker.com/magazine/2015/03/16/where-the-bodies-are-buried>

UN Office on Drugs and Crime, “UNODC and Terrorism Prevention” <http://www.unodc.org/unodc/en/terrorism/index.html?ref=menuaside>

## **Class 7: Oct. 17**

### **Trafficking of girls and boys for sex, labor, organs and other purposes**

Siddharth Kara, *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press, 2009, p. 1-44 (course pack)

UN Office on Drugs and Crime, “Global Report on Trafficking in Persons: 2014,” p. 7-14, 51-57 [https://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP\\_2014\\_full\\_report.pdf](https://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP_2014_full_report.pdf)

“Organized Crime” <http://www.unodc.org/unodc/en/organized-crime/index.html>

“Drug Trafficking” <http://www.unodc.org/unodc/en/drug-trafficking/index.html>

“Combatting Child Trafficking: A Handbook for Parliamentarians,” UNICEF, 2005



p. 7-64 [http://www.unicef.org/publications/index\\_33882.html](http://www.unicef.org/publications/index_33882.html)  
“Global Action,” ECPAT <http://www.ecpat.net/>  
U.S. Office to Monitor and Combat Trafficking in Persons, Department of State  
<http://www.state.gov/j/tip/index.htm>

**Class 8: Oct. 24**

**As the conflict ends, new roles for young people**

Stephanie Schwartz, *Youth and Post-conflict Reconstruction*. U.S. Institute of Peace Press: 2010, p. 1-32, 33-68, 69-114, 115-154

**Optional:** K. Peters, *War and the Crisis of Youth in Sierra Leone*, Cambridge, UK: Cambridge University Press: International Africa Institute, 2011, p. 18-33 (electronic book available through NYU e-library)

**Class 9: Oct. 31 – Group presentations, part 1**

**Peace-making and reconciliation – young people’s contributions**

“Children and Conflict in a Changing World,” United Nations, 2009,  
p. 34-41, 66-80, 171-184

[http://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview\\_en.pdf](http://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview_en.pdf)

“Engaging Children and Youth in Transitional Justice Processes,” International Center for Transitional Justice, 2012, p. 3-20 <http://ictj.org/publication/engaging-children-and-youth-transitional-justice-processes-guidance-outreach-programs>

Siobhan McEvoy-Levy, “Youth, Violence and Conflict Transformation,” *Peace Review*, March 2001, p. 89-95 (NYU e-library)

Lori Drummond-Mundal and Guy Cave, “Young Peacebuilders,” *Journal of Peacebuilding and Development*, No. 3, 2007, p. 63-76 (NYU e-library)

K. Peters, *War and the Crisis of Youth in Sierra Leone*, Cambridge U. Press: International Africa Institute, p. 176-198, 199-211 (e-book through NYU e-library)

**Class 10: Nov. 7 – Group presentations, part 2**

**Development and education as youth priorities**

“Progress for Children: Beyond Averages – Learning from the MDGs,” UNICEF, 2015  
p. 1-19, 25-35, 45-49, 51-53

[http://www.unicef.org/publications/files/Progress\\_for\\_Children\\_No.\\_11\\_22June15.pdf](http://www.unicef.org/publications/files/Progress_for_Children_No._11_22June15.pdf)

“UNGEI at 10,” UNICEF, 2010, p. 2-41

[http://www.unicef.org/publications/files/UNGEI\\_at\\_10\\_EN\\_062110.pdf](http://www.unicef.org/publications/files/UNGEI_at_10_EN_062110.pdf)

“Profile: Malala Mousafzai,” BBC, Dec. 10, 2014

<http://www.bbc.com/news/world-asia-23241937>

Subha Mani, John Hoddinott and John Strauss, "Long-term Impacts of Investment in Early Schooling ...Ethiopia," *Journal of Development Economics*, Nov. 2012, p. 292-299 (NYU e-library)

Eric A. Hanushek and Ludger Woessmann, "Schooling, educational achievement and the Latin American growth puzzle," *Journal of Development Economics*, Nov. 2012, p. 497-512 (NYU e-library)

<http://hanushek.stanford.edu/publications/schooling-educational-achievement-and-latin-american-growth-puzzle>

Vani Borooah, "Social Identity and Educational Attainment ... in India," *Journal of Development Studies*, July 2012, 17 pages (NYU e-library)

Peg Tyre, "The Bridge Effect," *The New York Times Magazine*, July 2, 2017 (10 pages) (NYU e-library)

**Optional:** Paul J. Gertler, Harry Anthony Patrinos and Marta Rubio-Codina, "Empowering parents to improve education: Evidence from rural Mexico," *Journal of Development Economics*, Sept. 2012, p. 68-79 (NYU e-library)

"Strategies for Girls' Education," UNICEF, 2004 (9p)

[http://www.unicef.org/publications/index\\_21345.html](http://www.unicef.org/publications/index_21345.html)

## **Class 11: Nov. 14**

### **Health, gender and social status of young people**

"Progress for Children: Beyond Averages – Learning from the MDGs," UNICEF, 2015 p. 21-23, 37-43, 55-57

[http://www.unicef.org/publications/files/Progress\\_for\\_Children\\_No.\\_11\\_22June15.pdf](http://www.unicef.org/publications/files/Progress_for_Children_No._11_22June15.pdf)

Gayle Tzemach Lemmon and Lynn S. ElHarake, "Child Brides, Global Consequences," Council on Foreign Relations, July 2014, p. 1-43

<http://www.cfr.org/children/child-brides-global-consequences/p33284>

"State of the World's Children: 2013," UNICEF, executive summary, p. 1-20

[http://www.unicef.org/sowc2013/files/SOWC2013\\_Exec\\_Summary\\_ENG\\_Lo\\_Res\\_24\\_Apr\\_2013.pdf](http://www.unicef.org/sowc2013/files/SOWC2013_Exec_Summary_ENG_Lo_Res_24_Apr_2013.pdf)

"Opportunity in Crisis: Preventing HIV...", UNICEF, 2011, p. 1-29

[http://www.unicef.org/publications/index\\_58708.html](http://www.unicef.org/publications/index_58708.html)

UN campaign against child marriage 2012 (2 pages)

<http://www.un.org/News/Press/docs/2012/sgsm14579.doc.htm>

"Female Genital Mutilation/Cutting," UNICEF, 2005, p. 1-29

[http://www.unicef.org/publications/index\\_29994.html](http://www.unicef.org/publications/index_29994.html)

## **Class 12: Nov. 21**

### **Child labor and youth employment**

“Making Progress Against Child Labour,” International Labour Organisation, 2013  
Executive summary (3 pages) [http://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---ipecc/documents/publication/wcms\\_221894.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipecc/documents/publication/wcms_221894.pdf)

“Children in Hazardous Work,” International Labour Organisation, June 2011,  
p. 3-11, 21-40, 41-58, 61-66  
[http://www.ilo.org/ipecc/Informationresources/WCMS\\_156475/lang--en/index.htm](http://www.ilo.org/ipecc/Informationresources/WCMS_156475/lang--en/index.htm)

Gordon Brown, “Child Labour and Educational Disadvantage...” UN Special Envoy,  
Dec. 2012, executive summary, p. 7-13 [http://educationenvoy.org/wp-content/uploads/2013/10/child\\_labour\\_and\\_education\\_UK.pdf](http://educationenvoy.org/wp-content/uploads/2013/10/child_labour_and_education_UK.pdf)

“Global Employment Trends for Youth 2013,” International Labour Organisation, May  
2013, executive summary (11 pages) [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_212899.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_212899.pdf)

Siddharth Kara, *Bonded Labor: Tackling the System of Slavery in South Asia*. New  
York: Columbia University Press, 2012, p. 1-48 (course pack)

John Weeks and Debbie Fugate, *The Youth Bulge*, International Debate Education  
Association: 2012, p. 166-175 (textbook)

Child Labor Coalition <http://www.stopchildlabor.org/>

Global March Against Child Labor <http://www.globalmarch.org/>

Campaign for Labor Rights <http://afgj.org/campaign-for-labor-rights>

## **Class 13: Nov. 28 – Paper 2 due**

### **Youth as agents of political change**

John Weeks and Debbie Fugate, *The Youth Bulge*, p. 176-184, 186-197 (textbook)

“Civic Engagement of Youth in the Middle East and North Africa,” Mercy Corps,  
March 2012, p. 3-29  
<http://www.mercycorps.org/resources/civicengagementofyouthinthemiddleeastandnorthafrica>

Ali Afshari and H. Graham Underwood, “The Students Movement’s Struggle,”  
*Journal of Democracy*, Oct. 2007 (14p) (NYU e-library)

Ali Afshari and H. Graham Underwood, “The Green Wave,” *Journal of Democracy*,  
Oct. 2009, p. 6-10 (NYU e-library)

Michael McFaul, “Transitions from Post-Communism,” *Journal of Democracy*,  
July 2005 (15 pages) (NYU e-library)

Center for Applied Non-Violent Action and Strategies <http://www.canvasopedia.org/>  
“A Brief History of Otpor”

David D. Kirkpatrick, “Wired, Educated and Shrewd, Young Egyptians Guide Revolt,”  
*The New York Times*, Feb. 10, 2011 (2p) (NYU e-library)

Lauren Kirchnet, "Technology's Role in Tunisia," *Columbia Journalism Review*, Jan. 20, 2011 (3p) (NYU e-library)

Schraeder, Peter J., and Hamadi Redissi, "Ben Ali's Fall," *Journal of Democracy*, July 2011, p. 5-18 (NYU e-library)

Liz Alderman and Niki Kitsantonis, "Markets Falter in Europe Amid Protests on Austerity," *The New York Times*, Sept. 26, 2012 (2 pages) (NYU e-library)

#### **Class 14: Dec. 5**

##### **Looking to the future**

John Weeks and Debbie Fugate, *The Youth Bulge*, p. 128-141, 149-153, 154-161

Scott Gates and Simon Reich, editors, *Child Soldiers in the Age of Fractured States*. p. 242-246 (textbook)

Stephanie Schwartz, *Youth and Post-conflict Reconstruction*, p. 155-191 (textbook)

UNICEF: "State of the World's Children: 2013," key recommendations and p. 21-25

[http://www.unicef.org/sowc2013/files/SOWC2013\\_Exec\\_Summary\\_ENG\\_Lo\\_Res\\_24\\_Apr\\_2013.pdf](http://www.unicef.org/sowc2013/files/SOWC2013_Exec_Summary_ENG_Lo_Res_24_Apr_2013.pdf)