

Child Poverty and Community Development

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Goal:

Participants will gain a greater understanding of child poverty and its relationship with nutrition, health, education, and the environment. The course will also explore community organization and development with the goal of sustainability along the “ABCD” (Asset-based community development) framework. We will also investigate and critically analyze actions that have been taken on the global scale to fight poverty. The course aims to prepare participants for the one-week trip to Belize with the organization A Broader View in hopes of making the trip a more meaningful experience.

Course Objectives:

Part One: Poverty

Students will form a solid background for understanding the global issue of poverty, particularly through the Millennium Development goals. The class will evaluate the goals and the progress towards attainment. The discussion of poverty will eventually assume a more child-oriented focus, in which cases of poverty among youth are examined and analyzed. With respect to children, students will seek to gain an understanding of why and how cases of child poverty differ from more general populations living in sub-standard conditions.

Part Two: Nutrition, Health, Education, and Environment

This part of the class will examine the complex relationships child poverty has with these four particular aspects of life. Students will be probed to consider the direction in which they believe the cause-and-effect relationship between health and each aspect works. Additionally, these four facets will be investigated specifically in relation to children and the human rights implications involving this vulnerable population.

Part Three: Community Development: What is Being Done

In the last section of the class students will learn about community development and organizing, with particular attention paid to the strategy of asset-based community development and the aim of sustainability. The class will critically analyze the steps that are currently being taken to fight child poverty in relation to this model of community development.

Expectations:

Class participants are expected to attend the ASB trip to Belize, and to complete all the requisite readings and assignments for each class. Attendance at each class is mandatory and active participation is expected of everyone. Failure to uphold these requirements and to demonstrate commitment to the trip and its mission may result in dismissal from the class. If any concerns should arise, email the student facilitators.

Your grade will be determined based on participation (40%), weekly assignments (20%), presentation (20%), and final project (20%).

All written assignments are to be emailed to both facilitators before the beginning of class and a printed version should be brought to class. Assignments should be double-spaced with one-inch margins.

Participation

The participation grade will be based on attendance, attentiveness, preparation, and meaningful contribution to discussion.

Presentations

Each week, a group of one to two students will make a presentation to the class that lasts approximately 15 minutes. This presentation should cover the readings and summarize the central theme for that day's class. Additional research may be helpful but does not need to be extensive; further research should cover any related websites, videos, or current events. Presentations are meant to guide conversation and spark debate, so they should include discussion questions and personal reflections.

Final Projects

Final projects will be completed in groups of three to four. Acting as if it is the year 2000 and they are at the Millennium Summit, each group will come up with a strategy to reduce poverty. This plan should take into consideration all of the implications discussed in class as well as assume a community development approach that is sustainable. More detailed guidelines regarding the best approach will be provided closer to the due date.

Each group should turn in a three to five page proposal 24 hours before the last class to the student facilitators. On the day of the last class, each group will have 15 minutes to present their ideas. After each group presents, there will be a debate regarding any differing approaches.

Grading will be based on the paper, presentation, team work, and individual participation in both the group and in the debate.

Schedule:

Note: All assignments and readings are due the following week

WEEK 1: Orientation

In class: Icebreaker Activity, course and site introduction, determine presentation groups, group goal setting, child poverty discussion: Christian Children's Fund YouTube videos. Read

Assignment: Write a one to two page description of a situation in which you came in direct contact with poverty.

Reading:

Millennium Project. "About MDGs: What they are." *Millennium Project*. UN Secretary General and the UN Development Group, 2006. Web. 17 Aug. 2010. <http://www.unmillenniumproject.org/goals/index.htm>.

Millennium Project. "About MDGs: Goals, targets & indicators." *Millennium Project*. UN Secretary General and the UN Development Group, 2006. Web. 17 Aug. 2010. <http://www.unmillenniumproject.org/goals/gti.htm>.

United Nations Development Programme. "Millennium Development Goals." *Millennium Development Goals*. UNDP, n.d. Web. 17 Aug. 2010. <http://www.undp.org/mdg/>.

- Browse the Website, familiarize yourself with the various sections.

Sachs, Jeffrey D. "Millennium Development Goals at 10." *Scientific American*. Scientific American, June 2010. Web. 17 Aug. 2010. <http://www.scientificamerican.com/article.cfm?id=millennium-development-goals-at-10&page=2>.

WEEK 2: Poverty and the Millennium Development Goals

In class: Icebreaker; example presentation by class facilitators on Poverty & the Millennium Development Goals; discuss progress towards MDGs; look at 2010 MDG Summit; evaluate the efficacy of MDGs.

Assignment: Write a one to two page reflection on the assigned readings, noting three things that surprised you from the readings.

Reading:

Economic Commission for Latin America and the Caribbean (ECLAC), United Nations Children's Fund (UNICEF), and Regional Office for Latin America and the Caribbean (UNICEF TACRO). "Child poverty in Latin America." *Challenges: Newsletter on progress towards the Millennium Development Goals from a child rights perspective* 1 (Sept. 2005): 1-12. Print.

Harpham, Trudy. *Measuring child poverty and health: A New International Study*. N.p.: Young Lives, n.d. Print.

The United Nations. "Hunger and Poverty." *Youth and the United Nations*. The United Nations, n.d. Web. 17 Aug. 2010.
<http://www.un.org/esa/socdev/unyin/wpayhunger.htm#WYR2005>.

United Nations. "Chapter 3. Youth in Extreme Poverty: Dimensions and Country Responses." *World Youth Report*. N.p.: The United Nations, 2003. 73-97. *Youth and the United Nations*. Web. 17 Aug. 2010.
<http://www.un.org/esa/socdev/unyin/wpayhunger.htm#WYR2005>.

WEEK 3: Child Poverty

In class: Icebreaker; presentation on child poverty; share homework reflections; discuss child poverty in relation to the MDGs; understand the special issues related to child poverty vs. more general poverty.

Assignment: Write a one to two page case study on a country that is currently having a youth nutrition crisis. Describe the problem, its causes, what is being done, and what you think should be done.

Reading:

UNICEF. *Tracking Progress on Child and Maternal Nutrition: A survival and development priority*. New York: UNICEF, 2009. *UNICEF*. Web. 17 Aug. 2010. http://www.unicef.org/publications/index_51656.html.

WEEK 4: Child Poverty and Nutrition

In class: Icebreaker; presentation on child poverty and nutrition; share homework assignments; discuss nutrition's link to child poverty as a determinant, cause, and effect.

Assignment: Choose a health issue from the *Facts of Life* source. Write a one to two page reflection on the health topic and describe its relation to children and poverty.

UNICEF, et al. *Facts for Life*. New York: UNICEF, WHO, UNESCO, UNFPA, UNDP, UNAIDS, WFP and the World Bank, 2010. *UNICEF*. Web. 18 Aug. 2010. http://www.unicef.org/publications/index_53254.html.

Reading:

United Nations. "Chapter 4. Youth & Health Issues." *World Youth Report*. N.p.: United Nations, 2003. 99-129. *Youth and the United Nations*. Web. 18 Aug. 2010. <http://www.un.org/esa/socdev/unyin/wyr03.htm>.

World Health Organization. "Millennium Development Goals: progress towards the health-related Millennium Development Goals." *World Health Organization*. WHO, May 2010. Web. 18 Aug. 2010. <http://www.who.int/mediacentre/factsheets/fs290/en/index.html>.

Farmer, Paul. Introduction. *Pathologies of power: health, human rights, and the new war on the poor*. By Farmer. Berkeley and Los Angeles: University of California Press, 2003. 1-22. *Google Books*. Web. 18 Aug. 2010. <http://books.google.com/books?id=-7jXcgmhx_0C&printsec=frontcover#v=onepage&q&f=false>.

Clinton, Hillary Rodham. "The Global Health Initiative: The Next Phase of American Leadership in Health Around The World." School of Advanced International Studies. Washington, DC. 16 Aug. 2010. *U.S. Department of State*. Web. 18 Aug. 2010. <http://www.state.gov/secretary/rm/2010/08/146002.htm>.

WEEK 5: Child Poverty and Health

In class: Icebreaker; presentation on poverty and health; share homework assignments and health topics; explore the question "Is health a human right?", and the links between child poverty, human rights and health; is global health a diplomatic tool?

Assignment: Write a one to two page creative writing composition about child labor.

Reading:

United Nations. "Chapter 1. Youth & Education." *World Youth Report*. N.p.: United Nations, 2003. 26-53. *Youth and the United Nations*. Web. 18 Aug. 2010. <http://www.un.org/esa/socdev/unyin/wyr03.htm>.

Psacharopoulos, George. "Child labor versus educational attainment Some evidence from Latin America." *Journal of Population Economics* 10 (1996): 377-386. Print.

UNICEF. *All Children, Everywhere*. N.p.: UNICEF, 2009. *UNICEF*. Web. 18 Aug. 2010. http://www.unicef.org/publications/index_50671.html.

WEEK 6: Child Poverty and Education

In class: Icebreaker; presentation on poverty and education; share homework compositions; discuss the links and cause/effect relationship between poverty and education; discuss child labor's complex relationship with poverty.

Assignment: Write one to two pages on a recent (within the last five years) environmental disaster which negatively impacted a community and galvanized conditions of poverty, particularly in the case of children. Include a description of the situation, the affected population, and the intended recovery strategies.

Reading:

United Nations. "Chapter 5. Youth & The Environment." *World Youth Report*. N.p.: United Nations, 2003. 26-53. *Youth and the United Nations*. Web. 18 Aug. 2010. <http://www.un.org/esa/socdev/unyin/wyr03.htm>.

Sachs, Jeffrey D., and Walter V. Reid. "Investments Toward Sustainable Development." *Science* 19 May 2006: 1002. Web. 18 Aug. 2010. <www.sciencemag.org>.

Satterthwaite, David. "The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America." *Annals of the American Academy of Political and Social Science* 590 (Nov. 2003): 73-92. Web. 18 Aug. 2010.
<http://www.jstor.org/stable/3658546?&Search=yes&term=environment&term=poverty&list=hide&searchUri=/action/doBasicSearch%3FQuery%3Dpoverty%2Band%2Bthe%2Benvironment%26wc%3Don%26dc%3DAll%2BDisciplines&item=2&ttl=78669&returnArticleService=showArticle>.

"Rural Poverty in Belize." *Rural Poverty Portal*. International Fund for Agricultural Development. Web. 02 Sept. 2010. <<http://www.ruralpovertyportal.org>>.

WEEK 7: Child Poverty and the Environment

In class: Icebreaker; presentation on child poverty and the environment; share current events of environmental disaster from homework; debate the cause/effect nature of the relationship between poverty and the environment; Why might environmentally-effected conditions of poverty be different for children and adults?

Assignment: Write a one to two page description of an instance in which you have seen ABCD in action in your community.

Reading:

Chapters 1 and 2 from *Asset-Based Approaches to Community Development*.

Selection from *Community Development: a Critical Approach* (probably Part 2, pages 31-48).

Workbook, *Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity*.

WEEK 8: Community Development, ABCD, and Sustainability

In class: Icebreaker; guest lecturer, Jody Kretzmann; share homework assignments; break-down of ABCD; discuss and envision the practical application of sustainable community development and ABCD all around us; guests from NCDC and ASB (?); explore our Spring Break trip in the ABCD framework provided in the workbook

Assignment: Choose an organization from a hat in Class 8. Write a one to two page description of the organization you choose. Be sure to discuss its purpose, strategies in addressing issues of poverty, nutrition, health, education, the environment, and community development.

Reading:

Poverty Reduction Begins with Children (saved in folder)

Adaptation from *The End of Poverty* (saved in folder)

Shakira and Latin Singers Unite Against Child Poverty, Again

WEEK 9: What is being done now

In class: Icebreaker; presentation on current and specific efforts to battle poverty and its related issues; evaluate the various initiatives in the ABCD framework; what would ideal and sustainable poverty eradication ABCD projects look like? How do we think the MDGs measure up?

Assignment: Final Project due next week

Reading: None

WEEK 10: Final Projects

In class: Presentation of final projects. We will discuss trip logistics and concerns.

Works Cited:

Clinton, Hillary Rodham. "The Global Health Initiative: The Next Phase of American Leadership in Health Around The World." School of Advanced International Studies. Washington, DC. 16 Aug. 2010. *U.S. Department of State*. Web. 18 Aug. 2010. <http://www.state.gov/secretary/rm/2010/08/146002.htm>.

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Farmer, Paul. Introduction. *Pathologies of power: health, human rights, and the new war on the poor*. By Farmer. Berkeley and Los Angeles: University of California Press, 2003. 1-22. *Google Books*. Web. 18 Aug. 2010. http://books.google.com/books?id=-7jXcgmhx_0C&printsec=frontcover#v=onepage&q&f=false.

Harpham, Trudy. *Measuring child poverty and health: A New International Study*. N.p.: Young Lives, n.d. Print.

Kretzmann, John P., et al. *A Community-Building Workbook from the Asset-Based Community Development Institute*. Evanston: The ABCD Institute, 2005. *Google Scholar*. Web. 18 Aug. 2010. http://scholar.google.com/scholar?q=ABCD+Kretzmann&hl=en&btnG=Search&as_sdt=400001&as_sdt=on.

Ledwith, Margaret, and Jo Campling. *Community Development: a Critical Approach*. 1997. Bristol: The Policy Press, 2005. *Google Books*. Web. 18 Aug. 2010. http://books.google.com/books?id=jDFFVGLIGSUC&printsec=frontcover&source=gbg_summary_r&cad=0#v=onepage&q&f=false.

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"Rural Poverty in Belize." *Rural Poverty Portal*. International Fund for Agricultural Development. Web. 02 Sept. 2010. <http://www.ruralpovertyportal.org>.

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<http://www.scientificamerican.com/article.cfm?id=millennium-development-goals-at-10&page=2>.

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www.sciencemag.org.

Satterthwaite, David. "The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America." *Annals of the American Academy of Political and Social Science* 590 (Nov. 2003): 73-92. Web. 18 Aug. 2010.
<http://www.jstor.org/stable/3658546?&Search=yes&term=environment&term=poverty&list=hide&searchUri=/action/doBasicSearch%3FQuery%3Dpoverty%2Band%2Bthe%2Benvironment%26wc%3Don%26dc%3DAll%2BDisciplines&item=2&ttl=78669&returnArticleService=showArticle>.

UN-HABITAT. *Asset-Based Approaches to Community Development*. Nairobi: UN-HABITAT, 2008. The Human Settlements Financing Tools and Best Practices Ser. *Google Books*. Web. 18 Aug. 2010.
http://books.google.cl/books?id=kAcFQIxnllAC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

UNICEF. *Tracking Progress on Child and Maternal Nutrition: A survival and development priority*. New York: UNICEF, 2009. *UNICEF*. Web. 17 Aug. 2010.
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<http://www.un.org/esa/socdev/nyin/wpayhunger.htm#WYR2005>.

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<http://www.un.org/esa/socdev/nyin/wpayhunger.htm#WYR2005>.