



Course Syllabus
Directed Study in International Relations
The Rights of Children

University of Calgary
Faculty of Arts
International Relations Program

INTR 597.04 Spring 2019

Professor: Dr. Maureen S. Hiebert
Email: maureen.hiebert@ucalgary.ca
Office: Social Science Building, room 722
Office Tel: (403) 220-563
Office Hours: by appointment

Prerequisites: Admission to the IR program; completion of at least 60 units, consent of Program Director

Course Description and Objectives

Using an interdisciplinary lens, this course examines the rights of children with a focus on the persistence of child brides and child marriages in the Global South, and in a limited number of jurisdictions, the Global North. The course will begin with a broad exploration of children's rights as human rights through a survey of three key texts (one of which the student will review for her first assignment) that trace conceptual and legal changes in the status of children in the contemporary era. The course will then take up the specific problem of child brides and child marriages, including why these practices persist and their effects on specifically female children as well as the wider economy and society in developing societies. The course will conclude with an examination of child brides and marriages in North America in polygamous communities.

The course will develop and enhance several important academic skills at the heart of the International Relations program. The student will develop her critical analytical skills by reading a selection of academic books and articles as well as relevant IO and NGO reports. These analyses will be developed in the first written assignment – a critical book review – and our bi-weekly meetings. In the latter the student will also further enhance her verbal communication skills. The paper proposal and final research paper will afford the student the opportunity to pursue her own empirical research on a more specific topic of her own choosing related to the subject matter of the course. Here she will hone her qualitative research, critical thinking, and written communication skills.

Requirements

Participation (20% of final grade)

The student and professor will meet every second week to discuss in detail a selection of readings drawn from the reading list (see below). Assessment of student participation will be based on both the quality and quantity of the student's analyses of the assigned readings for the session.

Book Review (25% of final grade)

Due: May 21, 2019 by 11:59pm to D2L course Dropbox

Late penalty: -5% per day including weekends

In an 8 double-spaced page essay, the student will write a critical review of David Oswell's *The Agency of Children: From Family to Global Human Rights*. Cambridge: Cambridge University Press, 2013. The review should identify the main themes of the book and offer a critical analysis of the issue areas explored by the author.

b. Paper Proposal (15% of final grade)

Due: May 30, 2019 by 11:59pm to D2L course Dropbox

Late penalty: -5% per day including weekends

In a 6 double-spaced page (excluding bibliography) proposal, the student will outline a clear research question, a theoretical framework, provide a literature review, a methodology, a rationale for case selection (if applicable). The proposal must also include a bibliography.

b. Final Paper (40% of final grade)

Due: June 21, 2019 by 11:59pm to D2L course Dropbox

Late penalty: -5% per day including weekends

In a 22-25 double-space page research paper (excluding the bibliography), the student will submit a fully developed paper based on their proposal. While the paper must be grounded in the relevant literature and an appropriate theoretical framework, the paper should concentrate on empirical research. The paper must include a bibliography.

For all written assignments, writing style – including clarity, grammar, correct paragraph structure, and appropriate word choice – will be part of the evaluation of the assignment. On-campus assistance with written assignments can be found at the University of Calgary Writing Centre: <https://www.ucalgary.ca/pubs/calendar/archives/2010/writing-centre.html> and through the librarians at the Taylor Family Digital Library and/or the University of Calgary Law Library.

Grading Scale

A+	95–100	B+	77–79	C+	67–69	D+	57–59
A	85–94	B	73–76	C	63–66	D	50–56
A–	80–84	B–	70–72	C–	60–62	F	0–49

Reading List

Reading schedule is subject to change.

Children's Rights as Human Rights:**May 6-13**

Parkes, Aisling. *Children and International Human Rights Law: the right of the child to be heard*. Abingdon: Routledge, 2013

Hanson, Karl and Olga Nieuwenhuys (eds.). *Reconceptualizing Children's Rights in International Development*. Cambridge: Cambridge University Press, 2012

Child Brides/Child Marriages:**May 14-27**

Bentley, Paul Morgan. "How The Times exposed the forced-marriage scandal." *The Times*, October 2, 2018, <https://www.thetimes.co.uk/edition/news/how-the-times-exposed-the-scandal-fw0nztqxq>.

Hamilton, Vivian E. "The age of marital capacity: reconsidering civil recognition of adolescent marriage." *Boston University Law Review* 92, no. 6 (2012): 1817-1863. <http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=abdb62c1-b652-4758-9d31-d7d42008381d%40sessionmgr4009>

Hodal, Kate. "I hope you're ready to get married: in search of Vietnam's kidnapped brides." *The Guardian*, August 26, 2017, <https://www.theguardian.com/global-development/2017/aug/26/ready-married-kidnapped-brides-vietnam-china>.

Jaschok, Maria. *Women and Chinese Patriarchy: Submission, Servitude and Escape*. Hong Kong: Hong Kong University Press, 1994.

Kiernan, Kathleen K. "Teenage Marriage and Marital Breakdown: A Longitudinal Study." *Population Studies* 40, no. 1 (1986): 35-54. https://www.jstor.org/stable/2174278?seq=1#metadata_info_tab_contents.

Lemmon, Gayle Tzemach and Lynn S. ElHarake. "Child Brides, Global Consequences How to End Child Marriage." *Council on Foreign Relations* (2014): 1-48.

May 28 – June 10

Stein, Julie Solow. "Early to Wed: Teenage Marriage in Postwar America." *The Journal of the History of Childhood and Youth* 6, no. 2 (2013): 359-382. <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/509028/pdf>.

Syrett, Nicholas L. *American Child Bride: A History of Minors and Marriage in the United States*. Chapel Hill: University of North Carolina Press, 2016.

United Nations Population Fund. "Marrying Too Young End Child Marriage." *New York: UNFPA* (2012): 1-76. <https://www.unfpa.org/sites/default/files/pub-pdf/MarryingTooYoung.pdf>

Volgelstein, Rachel. "Ending Child Marriage How Elevating the Status of Girls Advances U.S. Foreign Policy Objectives." *Council on Foreign Relations* (2013): 1-43. https://cfrd8-files.cfr.org/sites/default/files/report_pdf/Ending_Child_Marriage_report%20%2813%29.pdf

Wang, Vibeke. "Ending child marriages – new laws bring progress but hurdles remain." *CMI Insight* no. 4 (2016): 1-8. <https://www.cmi.no/publications/5802-ending-child-marriages-new-laws-progress-malawi>

Warria, Ajwang. "Forced child marriages as a form of child trafficking." *Children and Youth Services Review* 79 (2017): 274-279. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0190740916303929>.

Wijffelman, Anne. "Child marriage and family reunification: an analysis under the European Convention on Human Rights of the Dutch Forced Marriage Prevention Act." *Netherlands Quarterly of Human Rights* 35, no.2 (2017): 104-121. <https://journals.sagepub.com/doi/pdf/10.1177/0924051917708384>

Pluralistic/Religious Marriages: June 11-June 21

Bramham, Daphne. *The Secret Lives of Saints: Child Brides and Lost Boys in Canada's Polygamous Mormon Sect*. Toronto: Vintage Canada, 2009.

Compton, Todd. *In Sacred Loneliness: The Plural Wives of Joseph Smith*. Salt Lake City: Signature Books, 1997.

Hammond, Judith A., Bettie S. Cole and Scott H. Beck. "Religious Heritage and Teenage Marriage." *Review of Religious Research* 35, no. 2 (1993): 117-133. https://www.jstor.org/stable/3511779?seq=1#metadata_info_tab_contents.

Ulrich, Laurel Thatcher. *A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism, 1835-1870*. New York: Alfred A. Knopf, 2017.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal

statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>