

**SOC/CRJS 403**  
**Spring 2013**  
**Web Based**  
**Dr. Lucien Lombardo**

### **Violence in the World of Children**

**"Today's children are tomorrow's adults. Support and nurture children today and tomorrow will be a better time. Destroy children today, you destroy tomorrow." (Lucien Lombardo, 2002)**

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Weekly schedule of Readings and Assignments will be available soon. Watch for an announcement on Blackboard

### **Communications**

Communication with Instructor:

All students must activate their ODU e-mail address. This is the only e-mail address your professor will use to contact you with information related to the class. Class Materials and various announcements will be posted on Blackboard. Other e-mail addresses (e.g. hot-mail, AOL, etc.) will not be used.

ALL ASSIGNMENTS should be submitted through  
 GENERAL QUESTIONS about the class of interest to all students should be sent to the DISCUSSION BOARD on BLACKBOARD set up for that purpose.

INDIVIDUAL QUESTIONS of concern to your own situation should be sent to my regular e-mail address: [llombard@odu.edu](mailto:llombard@odu.edu). Always be sure to put descriptive information in the SUBJECT line so I will know what your communication is about.

**CLASS ANNOUNCEMENTS** will be posted on Blackboard and sent to you as e-mails.

This course meets the following requirements:

- (1) Sociology or Criminal Justice Elective
- (2) An elective in the CHILDREN'S RIGHTS INTERDISCIPLINARY MINOR.
- (3) To complete the IDS MINOR to meet upper level general education requirement, you must complete 3 course from the following: CRJS / SOC 403 *Violence in the World of Children*, ESSE 476: *Practical Applications in the World of Children*, SOC 402: *Child Welfare*; ENGL 405W: *Children and Literature*; COMM 427 *Children and Communication* or PSYC 351 *Child Psychology*. Majors in any of the disciplines of any of the IDS Minor in Children's Rights courses may use the course from their discipline as part of the major AND as part of Minor. To Complete the Interdisciplinary Minor you need to complete 4 courses. If you are interested in the Children's Rights Interdisciplinary Minor contact Dr. Karen A. Polonko, Program Director at [kpolonko@odu.edu](mailto:kpolonko@odu.edu).
- (4) **In Support of Children FACBOOK CAUSE PAGE:** You can join Old Dominion University's Student Organization IN SUPPORT OF CHILDREN by going to the following

link. Here you can learn about the group's activities and join over 800 others from around the world who are sharing the information provided in order to learn about violence in the world of children and to help children everywhere.

<http://www.causes.com/causes/379221?m=9b1e97b7>

**REQUIRED TEXTS: Some are available from** Available from Rent-a-Text visit [www.rent-a-text.com](http://www.rent-a-text.com),

1. James Garbarino, RAISING CHILDREN IN A SOCIALLY TOXIC ENVIRONMENT. San Francisco: Jossey-Bass, 1995. [http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787950424\\_descCd-reviews.html](http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787950424_descCd-reviews.html) Available from Rent-a-Text visit [www.rent-a-text.com](http://www.rent-a-text.com),
2. Bruce Perry and Maria Szalavitz, THE BOY WHO WAS RAISED AS A DOG: AND OTHER STORIES FROM A CHILD PSYCHIATRIST'S NOTEBOOK--WHAT TRAUMATIZED CHILDREN CAN TEACH US ABOUT LOSS, LOVE, AND HEALING. NY: Basic Books, 2007. [http://www.icsahome.com/infoserv\\_bookreviews/bkrev\\_boyraisedasdog.htm](http://www.icsahome.com/infoserv_bookreviews/bkrev_boyraisedasdog.htm)
3. Coloroso, Barbara, THE BULLY, THE BULLIED AND THE BY-STANDER San Francisco: Jossey-Bass (1999) [http://www.harpercollins.com/books/Bully-Bullied-Bystander-Barbara-Coloroso/?isbn=9780061744600?AA=index\\_authorIntro\\_16079](http://www.harpercollins.com/books/Bully-Bullied-Bystander-Barbara-Coloroso/?isbn=9780061744600?AA=index_authorIntro_16079) Available from Rent-a-Text visit [www.rent-a-text.com](http://www.rent-a-text.com),
4. Asadah, BEATING BLACK KIDS.(you can buy this book directly from this website: <http://www.beatingblackkids.com/>)

**You will need to buy one of these 2 books below about children and war.**

Beah, Ishmael, A LONG WAY GONE: MEMOIRS OF A BOY SOLDIER. NY: Farrar, Straus and Giroux, 2007. <http://www.alongwaygone.com/reviews.html>. Available from Rent-a-Text visit [www.rent-a-text.com](http://www.rent-a-text.com),

OR

Charles London, ONE DAY THE SOLDIERS CAME. NY: Harper Perennial, 2007. <http://www.harpercollins.com/books/One-Day-Soldiers-Came-Charles-London/?isbn=9780061240478>

**You will need to buy one of these 3 books below about children protective services work:**

Cynthia Crosson-Tower, *From The Eye Of The Storm: The Experiences Of A Child Welfare Worker*. Boston: Allyn and Bacon, 2003. Available from Rent-a-Text visit [www.rent-a-text.com](http://www.rent-a-text.com)

<http://www.ablongman.com/catalog/academic/product/0,1144,0205323154,00.html>

Mark Parent, *TURNING STONES* <http://www.randomhouse.com/book/126529/turning-stones-by-marc-parent> ISBN: 978-0-449-91235-5

Keith Richards, *TENDER MERCIES*:  
<http://www.cwla.org/pubs/pubdetails.asp?PUBID=7381> ISBN-13: 9780878687381

**Additional readings on line:**

5. United Nations Global Study of Violence against Children: (This is free on this link. No need to purchase) <http://www.unviolencestudy.org/>
6. Joan Durrant, *POSITIVE DISCIPLINE: WHAT IT IS AND HOW TO DO IT*. Stockholm Sweden: Save the Children, 2007.  
<http://sca.savethechildren.se/Global/scs/SEAP/publication/publication%20pdf/Child%20Protection/Positive%20Discipline%20Report%2023Aug07.pdf>

Other Readings will be available through BLACKBOARD and links inserted in the Instructor's Notes for each module. Please check "Weekly Schedule" of Specific Assignments in ASSIGNMENTS folder in BLACKBOARD.

**COURSE DESCRIPTION: Violence in the World of Children  
(Be sure to click on links to see important materials).**

The world we live in as we move into the second decade of the twenty-first century is a world we as adults create for our 1.886 billion children under the age of 15 worldwide (See Population Reference Bureau Data Sheet; Table starting on P.5) [http://www.prb.org/pdf11/2011population-data-sheet\\_eng.pdf](http://www.prb.org/pdf11/2011population-data-sheet_eng.pdf) To the extent that the world contains violence and this violence is either directed at or affects children, it is we, today's adults, who are responsible for what today's children will bring to the world of tomorrow. In a sense this class is about what some call "the cycle of violence". This is the idea that violence seems to continue generation after generation after generation, as children become adults who have children who become adults. Recently, violence against children was the focus of a global study done for the Secretary General of the United Nations to help document and describe the scope of this world-wide problem. We will be referring to different chapters of this document throughout the course. The world-wide problem of violence against children has led to the appointment of a Special UN Representative on Violence against Children at the Assistant Secretary General level. (See [SECRETARY-GENERAL APPOINTS MARTA SANTOS PAIS OF PORTUGAL AS SPECIAL REPRESENTATIVE ON VIOLENCE AGAINST CHILDREN](#))

The world's appetite for violence seems to grow every day and along with it, children's involvement in violence. Most recently, the events at Sandy Hook Elementary School have captured our attention: <http://www.cnn.com/interactive/2012/12/us/sandy-hook-timeline/index.html>. In recent years events in Paducah, KY, Jonesboro, AK, Edinboro, PA, Columbine High School, and the killing of Kayla Rolland by a six year-old classmate have made children's connection to violence all too real. [A Time Line of Recent Worldwide School Shootings — Infoplease.com](#) Examples such as these that we all too easily let slip into the past, occur all too frequently.

While these highly visible events capture our attention, they should not divert our gaze from the

violence that happens in children's lives every day. Bullying, suicide, abuse and neglect, belittling, sexual abuse and incest, gang violence <http://www.nydailynews.com/news/crime/chicago-weekend-shootings-kill-wound-17-summer-violence-continues-article-1.1405153> , exposure to violence in the media (TV, films, music, the news) and in families (spouse abuse) fill the lives of many children. Thus we can see that violence in the world of children (whether against or by children) takes place in many contexts: in families, schools, in peer-groups, in communities, in the juvenile / criminal justice system and between communities (wars). In addition, 'harm' comes to children in the forms of neglect, inadequate supports such as health care and education, and lack of opportunities for full development.

Only recently have we started to understand the power and impact of bullying and emotional violence in the lives of children. Barbara Coloroso's *The Bully, the Bullied and the Bystander* will help us understand many of these issues as they play out in the context of schools). Each of these contexts has its unique characteristics that generate violence or neglect. Yet each takes place in a culture where mass media, tradition and social norms often support violence directed at society's most vulnerable. Each of these contexts and the cultural beliefs about children will be explored in this class.

***We believe that one way to begin to break the cycle is to understand the forces that shape the relationship between violence and children and the variety of impacts violence has on children.***

In addition, violence directed against and committed by children has been responded to in a variety of ways in the political arena. For example, in 1996, then First Lady and then Senator and presidential candidate / now Secretary of State Hillary Clinton wrote a book entitled *IT TAKES A VILLAGE TO RAISE A CHILD* after an old African proverb. For description and some reviews see: <http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?userid=2WH4CATC3E&isbn=0684825457&itm=6#PUB>.

As you can see from the reviews on this link, there was much controversy about the politics of children described in the book. In 1996 Bob Dole in accepting the Republican nomination for President said, "I am here to tell you it does not take a village to raise a child." Clearly the politics of children has been and will be an important part of shaping children's (future adults) world of tomorrow. *By politics, I mean how adults use their power (either individually or through the government) to shape the worlds within which children live.* In addition, we should see how little children are permitted to participate in shaping their worlds even though they are actively engaged with them. (I use the word "worlds" here because there are a diversity of environments filled with a variety of risks and opportunities for children distributed across the world, countries communities and families). Thus it is important for us to understand these worlds and their impacts especially as we seek to improve the conditions of children. Here, James Garbarino's *RAISING CHILDREN IN A SOCIALLY TOXIC ENVIRONMENT* will be a key text.

While most of what we will study this semester concerns what is happening in the United States, there is much happening and much we can learn from what is happening in children's lives around the world. In May of 2002, the United Nations held a three-day Special Session devoted to children and the importance and impact of United Nations Convention on the Rights of the Child (CRC). <http://www.unicef.org/specialsession/index.html>.

Many of the CRC's principles concern preventing and responding to violence and exploitation of children and the idea that children's human dignity should be supported and not violated. We will

learn about the CRC and discuss its importance in our communities and around the world. Internationally, issues such as child labor, child sexual abuse, female genital mutilation, involvement in the sex business, children as soldiers and children in the drug trade have drawn much concern.

In 1989 the passage and near unanimous support for the United Nations Convention on the Rights of the Child <http://www.unicef.org/crc/> committed most of the world to values and a rights-based approach that is supportive of treating children as active in their worlds. In addition, it recognizes that children should share the same human dignity and deserve the same respect as all members of the human family. In spite of this international commitment to children, 20 years later the problem of violence in the lives is still with us and in some cases they are getting worse. Here we will read *A LONG WAY GONE: MEMOIRS OF A BOY SOLDIER*. You might also want to look at this UNICEF report on the *IMPACT OF ARMED CONFLICT ON CHILDREN*: <http://www.unicef.org/graca/>. Today's events in Iraq, Afghanistan, India, Israel Darfur, Zimbabwe and many other places shape children's lives in the present and how they will see the future. (See Kevin Sites *HOT ZONE DOCUMENTARY* project <http://www.kevinsitesreports.com/?cat=8>)

As we explore violence in the world of children we will come up against differences between our values and our practices with regard to children in our families and communities. We will explore our individual and collective responsibilities for children's well-being. Thus, our (adult) and their (children's) personal futures make the subject of this class extremely vital.

Many scholars wonder why adults fail to face the reality that it is adults who create the world within which children experience and perpetrate violence. They wonder why we don't emphasize preventing the conditions that breed violence in the first place. They wonder why we in the United States continue to advocate and use corporal punishment when the rest of the world seems to be moving in the opposite direction. Internationally, human rights conventions and national legislation have moved to uphold the rights of children and improve their conditions. In the United States we have failed to ratify the CRC and we have seen legislation move to protect parents and teachers from charges of physically harming children in their care. It will be interesting to monitor the place of children in with a new administration coming to Washington to bring change. Recently A hearing was held in Congress in Child Maltreatment Deaths, a problem in which the United States is a world leader: <http://www.c-spanvideo.org/program/300440-1>

In the middle of this political debate is the Child Protective Services worker, whose job it is to apply law to specific cases that come to their attention. See discussion of CPS in Michigan on some issues involved in CPS that are issues in almost all states: <http://www.woodtv.com/dpp/news/michigan/Child-welfare-system-failing-08-deal>

Protecting children is a very difficult job which we will also examine, hopefully in the context of the specific communities in which you live as well as in the book *FROM THE EYE OF THE STORM*. Having students in many parts of the country should help us see how different jurisdictions approach child protective services.

Dr. Karen Polonko (University Professor of Sociology at ODU) and I developed this class a number of years ago as a team effort. To prepare for this class, we read much material, and we came to the same conclusion. *We felt that if we are ever going to reduce the amount of violence in the world, it is critically important, indeed, essential, that we come to terms with the violence done*

*to children, and the long-term impact this violence has on individuals and communities. Finally we felt that we need to consider and learn to communicate about ways of reducing violence in children's lives if we are to break the cycle of violence. If we want to reduce all types of violence in the future, and not just violence against and by children, we must start with understanding what we are doing to today's children. For, it is these children who will become the future's adults.*

### **Exploring Our Lives as Children to Develop a Child Centered Perspective:**

One very critical perspective, which I hope you will learn, **is seeing the world's violence through the eyes of the children who are affected by it as targets, observers or participants.**

Remember, "a child's perspective" was a perspective we had (or at least, you had) not that many years ago. Now, for us as adults, this is a very unique perspective. **Being "child-centric" we should try to remember and see how children make meaning of the world around them.** The fact that we adults were all "children first" means that we all have a wealth of experience (our own childhood experiences) with the problems being considered in this course. Becoming "child-centric", if we can do it, demands that we give credibility and legitimacy to children's perspectives and concerns (and to our own perspectives and concerns as children).

Doing so empowers children in relation to us as adults. Doing so also empowers us (as adults) and changes the way we look at and value our childhood experiences and at our adult behaviors and attitudes as we relate to children. For a new way to look at children and child / adult interactions see this link to the perspectives of Dr. B. Bryan Post who has frequently presented his ideas to audiences at ODU. (See: <http://www.postinstitute.com/>). In addition, we will be exposed to the work of Dr. Katharine Kersey of ODU.

See Video: [http://www.youtube.com/watch?v=vxrH1hKXT\\_A](http://www.youtube.com/watch?v=vxrH1hKXT_A);  
Description of 101's: <http://www.odu.edu/ao/instdv/quest/101s.html>

I hope you will struggle along with me throughout the semester sharing your experiences, observations and insights gained from your childhood and adult experiences. I hope that you will learn not only through the readings and studying the available research but also through your heart. Always remember, as Penelope Leach says, "We were all children first."

### **PLAGIARISM:**

**Plagiarism is something you should avoid. Plagiarism includes:**

- (1) Making use of another's work (words or ideas) without acknowledgement**
- (2) Leading your audience to believe that another's work is your own**

**In academic writing (writing you do for most classes) should be considered a conversation among the authors whose work you read and whose ideas (concepts, research findings, conclusions) you use in your analysis and you as the author of your work. Letting the readers of your papers know that you referred to these authors is important and strengthens your ideas and conclusions. Just as you would want others to cite (provide references to your work) your part of the conversation (your writing), you should cite these authors.**



- See this link for more information about the College of Arts and Letters policy on plagiarism: <http://al.odu.edu/al/resources/undergrad.shtml>

**SOME WEB SITES Related to Violence and Children: We will be referring to many of these throughout the semester.**

**IN SUPPORT OF CHILDREN – ODU STUDENT GROUP: [ISOC on FACEBOOK](#)**

**In Support Of Children** The groups Facebook Cause Page has attracted over 1200 members from around the globe: <http://www.causes.com/insupportofchildren>

- [Mission](#)
- [Upcoming Events](#)
- [Newsletter](#)
- [Information](#)

1. Child Welfare Information Gateway  
<http://www.childwelfare.gov/>
2. Children Now (a Directory of Web Resources: lots of links)  
<http://www.childrennow.org/>
3. American Academy of Pediatrics  
<http://www.aap.org/>
4. Child Welfare League of America  
<http://www.cwla.org/>
5. The ABA Center on Children and the Law  
<http://www.abanet.org/child/home2.html>
6. Minnesota Center Against Violence and Abuse  
<http://www.mincava.Umn.edu/>
7. The Child Trauma Academy  
<http://www.childtrauma.org/>  
<http://www.childtrauma.org/ctamaterials/default.asp>
8. Project No Spank  
<http://www.nospank.net/>
9. Murray Straus Corporal Punishment Research page  
<http://pubpages.unh.edu/~mas2/cp.htm>
10. Alice Miller Reference Page  
<http://www.naturalchild.org/>
11. Amnesty International Children's Link:  
<http://www.amnesty.org/en/children>
12. UNICEF Special Session on Children September 2001  
<http://www.unicef.org/specialsession/>
13. UNICEF State of the World's Children 2005  
<http://www.unicef.org/sowc05/>
14. Annie E. Casey Foundation (Kids Count Data Book)  
<http://www.aecf.org/#>
15. Headliners / Children's Express (child reporters cover violence and other issues in their world)  
<http://www.childrens-express.org/>
16. Save the Children  
<http://www.savethechildren.net/alliance/index.html>
17. Prevent Child Abuse America:

- <http://www.preventchildabuse.org/index.html>
18. Child Abuse News [A good site to keep up with day-by-day- happenings related to violence in the world of children:  
<http://www.factnet.org/cults/abuse/ChildAbuseCurrentNewspaperArticles.html?FACTNet>
  19. Global Initiative to End Corporal Punishment of Children  
<http://www.endcorporalpunishment.org/>
  20. EPOCH – USA: Center for Effective Discipline  
<http://www.stophitting.com/>
  21. Campaign for Ratification of the UN Convention on the Rights of the Child in the United States  
<http://childrightscampaign.org/crcindex.php>
  22. Joint Statement on Physical Punishment of Children  
[http://www.cheo.on.ca/english/pdf/joint\\_statement\\_e.pdf](http://www.cheo.on.ca/english/pdf/joint_statement_e.pdf)  
<http://www.nhctf.org/downloads/ReportOnPhysicalPunishment.pdf>
  23. UN Committee on the Rights of the Child General Comment on Corporal Punishment of Children:  
[http://www.unhchr.ch/tbs/doc.nsf/898586b1dc7b4043c1256a450044f331/6545c032cb57bff5c12571fc002e834d/\\$FILE/G0740771.pdf](http://www.unhchr.ch/tbs/doc.nsf/898586b1dc7b4043c1256a450044f331/6545c032cb57bff5c12571fc002e834d/$FILE/G0740771.pdf)
  24. UN Convention on the Rights of Children  
<http://www.unicef.org/crc/>
  25. Children’s Rights Information Network (CRIN)  
<http://www.crin.org/>
  26. Child Welfare Information:  
<http://www.childwelfare.com/index.htm>  
<http://www.childwelfare.com/kids/cysr22/cysr2211.htm>
  27. Center for Disease Control and Prevention Child Maltreatment Information  
<http://www.cdc.gov/ViolencePrevention/childmaltreatment/index.html>
  28. CDC Child Maltreatment Program Activities Guide:  
[http://www.cdc.gov/ncipc/dvp/Preventing\\_CM--final.pdf](http://www.cdc.gov/ncipc/dvp/Preventing_CM--final.pdf)
  29. Adverse Childhood Experiences Research:  
<http://www.cdc.gov/nccdphp/ace/>
  30. Honoring Children:  
<http://www.raffinews.com/child-honouring/what-is-child-honouring>

### **Arizona:**

Abuse and Neglect Web Site: <http://www.pcaaz.org/>

Childhelpusa: <http://www.childhelpusa.org/>

### **Virginia:**

In Support of Children: ODU: <http://al.odu.edu/sociology/isoc/index.shtml>

Virginia Department of Social Services: <http://www.dss.state.va.us/family/childabuse.html>

Prevent Child Abuse and Neglect, Virginia: <http://www.preventchildabuseva.org/>

Prevent Child Abuse and Neglect Hampton Roads: <http://www.ucantbeatkids.org/abuse.html>

### **Washington**



Department of Social and Health Services: <http://www1.dshs.wa.gov/>

WA State Department of Health: [http://www.doh.wa.gov/cfh/mch/cahcop/abuse\\_prevention.htm](http://www.doh.wa.gov/cfh/mch/cahcop/abuse_prevention.htm)

Child Welfare Links: <http://www.childwelfare.com/washington.htm>

**Georgia:**

Statistics on Child Abuse and Neglect: <http://www.preventchildabusega.org/html/home.html>

Georgia Center For Children: <http://www.georgiacenterforchildren.org/>