

Youth, Social Media and Development
Tuesday 6:30-9:30 p.m., Room 317

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Office Hours: Tuesday. 4:00-6:00 or by appointment

Course Description

Digital technologies and online social networks play an increasingly important role in the political, social and economic development of all societies. In the Global North and South, it is largely the young generation of men and women (24 years old and under) who experiment with and embrace these technologies in creative, innovative and unanticipated ways. This course focuses on the creative energies of youth and the enabling powers of digital/ networked technologies to solve some of the enduring development challenges. We will explore how a) youth's access to information technologies helps reduce poverty, inequality and deprivation; b) youth benefit from and use digital technologies to develop marketable skills, create and sustain income-generating activities and end cycles of unemployment; and how technologies can/do empower young citizens to end corruption, denounce human rights violations and contribute to ending gender-based violence. These will be among the key questions that students will be encouraged to think about, examine and reflect on critically while discussing both the contributions and limitations of digital technologies in the field of youth and international development.

Course Instructor

I am a teacher, scholar and practitioner with subject area expertise in development, gender, youth and communication. I taught at numerous universities in Morocco and the United States, including the American University (2003-2015). I am the author, coauthor and editor of numerous peer reviewed journal articles, book chapters and books. As a practitioner, I co-founded many women's organizations and participated in the activities of a few others. I also consulted with numerous intern/national development organizations and agencies including USAID, World Learning, U.S. Department of Labor and U.S. Department of State. I earned my BA from Mohamed V University in Rabat (Morocco), my MA in social and cultural anthropology from Essex University (England) and my PhD in International Communication from the Pennsylvania State University.

Learning Objectives: This course is designed to:

1. Help students understand the complex relationship between youth, the broad field of international development, and digital communication.
2. Encourage students to critically examine both *the promises* and *limits of* digital technologies in empowering youth to overcome the development challenges they and their communities face.
3. Expose students to the various creative ways in which youth do and can utilize technologies to exercise their citizenship rights through participation in the socio-economic and political development of their countries.
4. Strengthen students' skills (research, writing and critical thinking) and their ability to develop and express their own voice with clarity and confidence.

Learning Outcomes –

By the end of the semester, students will be able to

1. Identify and understand multiple perspectives on the roles of youth and digital technologies in development
2. Understand the extent to which digital technologies help or hinder development in underserved communities
3. Appreciate how youth can and do participate in development
4. Express their personal, analytical and critical voice with clarity and confidence in written and spoken form

Teaching Style

To achieve the learning objectives and outcomes of this course, I will combine numerous methodologies and activities that call for your active presence and constructive participation. I will use class for small group activities, short weekly presentations and discussions, and mini lectures. Prior to classes, you are expected to follow current global events, reflect on them and relate them to our class discussions. Our discussions should be informed by your reading the assigned chapters and articles and your viewing of selected videos.

As you read the weekly resources and watch the videos, ask yourself questions like:

- What ideas, facts, or examples do I find intriguing in this article/chapter?
- What do I agree/disagree with? Why?
- Does this article/chapter relate to anything I have read or heard lately? How?
- What additional questions need to/could be raised and answered?

Required Reading

A- No books have been ordered for this class. All the required readings are available in the Dropbox shared file “Class Reading”.

Please Remember: students are required to read all articles, book chapters, policy briefs and other documents assigned prior to each class session. These readings are scanned and organized in files under the title of each session. For all other readings accessible online, you are responsible for downloading and reading them. If the links provided on the syllabus no longer leads you to the assigned document, please do a web search using the document title as indicated.

If all fails, simply email me.

B. Online Documents:

Recommended Readings to download for free:

United Nations. World Youth Reports. 2016-
Youth Civic Engagement

http://www.unworldyouthreport.org/images/docs/un_world_youth_report_youth_civic_engagement.pdf

USAID. 2012. Youth in Development Policy.

http://www.lokalnirazvoj.rs/assets/files/Baza_znanja/Youth_in_Development_USAID_Policy%20Oct%202012.pdf

2005: Young People Today and in 2015

<http://www.un.org/esa/socdev/unyin/wyr05.htm>

UNFPA. 2008. Generation of Change. State of the World, Youth Supplement

http://www.unfpa.org/swp/2008/includes/images/pdf_youth/EN-YSWOP08.pdf

UNESCO. "Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation." UNESCO

<http://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf>

<http://social.un.org/index/Youth/YouthintheUN/YouthandtheMDGs.aspx>

World Bank. 2007. Development and the Next generation.

<http://www.ungei.org/resources/files/359990WDR0complete.pdf>

Recommended

Use the following non-exhaustive list of (re)sources for your research on youth-related topics. There are many more relevant journals and databases to consult!

1. Journals available through AU library:

Children, Youth and Environments

Comparative Education Review

Journal of Youth Studies

Trends in Youth Development

New Media and Society

The International Communication Gazette

2. Web Sites/Sources:

IT for Change: <http://www.itforchange.net/governance>

ICT4D: <http://www.ict4d.org.uk/>

US Department of State, Office of Global Youth Issues: <http://www.state.gov/j/gyi>

Youth International Foundation: <http://www.iyfnet.org/>

Education for Employment Foundation: <http://www.efefoundation.org/homepage.html>

ICRW: Youth Health and Livelihood: www.ICRW.org

USAID/EQUIP3: youth programs and projects:

http://www.equip123.net/equip3/index_new.html

mircoLinks: youth microenterprise and microfinance

http://www.microlinks.org/ev_en.php?ID=25280_201&ID2=DO_TOPIC

Search Institute: Youth Development Assets

<http://www.search-institute.org/>

Eldis- Children and Young People:

<http://www.eldis.org/go/topics/resource-guides/children-and-young-people>

Course Requirements

Participation	20% of Final Grade
Analytical Reports (2)	25% of Final Grade
Class Presentation	25% of Final Grade
Final Project	30% of Final Grade

Course Requirements & Evaluation

1. Participation and Presence: 20% of final grade

Your active participation in class is a very important requirement for achieving the learning goals of this course. You are expected to come to class prepared to a) comment on the assigned readings and/or videos; b) ask questions that advance thinking and discussion; and c) draw on your knowledge, observations and experiences to illustrate the issues and questions raised. Regular attendance and contribution to group meetings, discussions and presentations are mandatory.

2. Analytical Reports: 25% of the final Grade

Analytical reports are two pages long reports that focus on the assigned readings of the week during which the report is due. Reports are due on the following dates:

1. DATE TBD 10% of the grade
2. DATW TBD 15% of the grade

A detailed guideline will be provided and explained in class in the first weeks of the semester.

3. Class Presentation: 25% of final grade

Each student will choose a topic of interest and join a group of student presenters to give an engaging presentation. A sign-up sheet will be circulated in class early in the semester with assigned themes and suggested questions. While this is a group presentation, you are also required to submit an individual reflection paper related to the presentation

Details about this assignment will be available in the Dropbox File “Class Assignments and Guidelines”

4. Final Project: 30% of final grade

You are to choose ONE of the following options for the final project:

1. Policy brief
2. Academic paper, or case study analysis

Detailed guidelines for each will be posted on Blackboard and discussed in class.

Grading Scheme

Each assignment will be graded on the basis of the following:

- a) Understanding of the key concepts and debates related to the topic,
- b) Critical and analytical skills
- c) Ability to integrate ideas from the readings with personal views/voice
- d) Clarity, coherence and readability
- e) Overall organization

You are advised to carefully edit and proof-read each written assignment before submitting it.

The following grading scale will be used for all assignments:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

D	67-69
F	Below 67, Failure

Course Policies

- Deadlines in this course are firm. No late work will be accepted unless there is a crisis about which I am notified before the deadline.
- Be a courteous and respectful listener/participant: this is the only way to encourage all others to participate and learn in this class.
- The course schedule is tentative. If changes are made you will be notified verbally and in writing in a timely manner.
- ***Laptops, mobile phones and devices are not for personal use in class: they are ONLY for class related activities. Cases of misuse will be penalized by a deduction of a 5% of the overall grade earned in the class!***

UCDC Policies

- **Statement on Weather Emergencies**

In the event of a weather emergency, UCDC follows the [federal government's decisions](#) about delays and closures. We will cross that bridge if/when we get there!

- **Policy on Academic Misconduct**

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense.

- [Statement on Sexual Harassment and Sexual Violence](#)

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at UCDCCounseling@gmail.com. To report sexual misconduct to ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or josh.brimmeier@ucdc.edu). Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

- [Statement on Accommodations for Students with Disabilities](#)

In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.

If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

COURSE OUTLINE AND READINGS

COURSE OUTLINE

SECTION I:	Conceptual Foundations	From Date ---- To Date -----
SECTION II:	The Needs-based Approach	From Date ---- To Date -----
SECTION III:	The Rights-based Approach	From Date ---- To Date -----
SECTION IV:	Evaluation and Wrap –Up	From Date ---- To Date -----

SECTION I- CONCEPTUAL FOUNDATION

Session 1: Introduction to the Course

- Discussing the Syllabus
- Group Activity

Session 2: Conceptual Foundations -I

Why Youth, Development and ICT4D?

J. Sachs. 20`15. “From Millennium Development Goals to Sustainable Development Goals” *Lancet* 2012; 379: 2206–11

World Bank. 2007. *Development and the Next Generation*. Overview pp. 1-23.

<https://openknowledge.worldbank.org/bitstream/handle/10986/5989/WDR%202007%20-%20English.pdf?sequence=4&isAllowed=y>

Heeks , R. 2008, ICT4D 2.0: The Next Phase of Applying ICT for International Development, *IEEE Computer*, June 2008

Session 3: Conceptual Foundations –II

Re-defining Youth in Development and ICT4D

Salkowitz, R. 2010. “The Rising Tide: Three Trends Driving the Emergence of the Young World” in Young World Rising: How Youth, technology and Entrepreneurship are Changing the World from the Bottom Up. Wiley

Peter L. Benson, Peter C. Scales, et al., “Positive Youth Development So Far: Core Hypotheses and Their Implications for Policy and Practice.”

USAID. 2012. Youth in Development Policy: Executive Summary, pp.1-2.

https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf

Recommended

Joanna Wyn and Rob White. Rethinking Youth. Sage Publications. Chapter 1: “The Concept of

Youth” pp. 8-25.

IRC. 2012. “Exec. Summary.” Investing in a Youth Dividend: An Analysis of Donor Strategies. International Rescue Committee.

<https://youtheconomicopportunities.org/sites/default/files/uploads/resource/IRCREPORTInvestinginayouthdividend.pdf>

Anita Gurumurthy and Parminder Jeet Singh. 2009. “ICTD – Is it a New Species of Development?” IT for Change Perspective Paper.

SECTION II: The Needs-Based Approach

Session 4: Youth & Tech for Education and Literacy

Guest Speaker: Ann Hershkowitz, Education Development Center

Paper 1 due today

Gurumurthy, K., Aparna K., et al. 2011. “Responding to the Learning and Developmental Needs of Out of School Girls.”

Katrina Schwartz. 2013. “What Can we Learn from the Global Effort Around Mobile Learning?”
<http://blogs.kqed.org/mindshift/2013/10/what-can-we-learn-from-the-global-effort-around-mobile-learning/>

iSchool initiative: Revolutionizing Education Through Innovative Technology
<http://www.ischoolinitiative.com/about/>

Recommended

International Youth Foundation. 2009-2012. “Bridge it Tanzania”.
<http://www.youtube.com/watch?v=Eif2UKRNIOg>

Session 5: Youth Employability and Tech Skills

Presentation 1

R. McQuaid & C. Lindsay. 2005. “The Concept of Employability.” *Urban Studies* Vol. 42.

Education Development Center. 2012. YouthICT Employment Training & Placement Toolkit
http://idd.edc.org/sites/idd.edc.org/files/Youth_ICT_Toolkit_FINAL.PDF

IYF. 2011. Executive Summary. “The role of technology in preparing disadvantaged youth for the world of work: Findings from Three Latin American Projects”
http://www.iyfnet.org/sites/default/files/entra21_Learning_7_ExecSum.pdf

Recommended

SciDevNet. 2013. “Social Media, Mobile Apps Drive youth to agriculture”.
<http://www.scidev.net/sub-saharan-africa/icts/scidev-net-at-large/social-media-mobile-apps-drive-youth-to-agriculture.html?from=homepage%20list>

Restless Development: The Youth-Led Development Agency
<http://www.restlessdevelopment.org/our-people>

Session 6: Youth & Entrepreneurship

Guest Speaker TBD

Francis Chigunta. “Youth Entrepreneurship-Meeting the Key Policy Challenges” Oxford University

Presentation and Screencast: Financial Inclusion for Youth: Reaching the Next Generation

https://www.microlinks.org/sites/default/files/media/articulate/ah55youth_financial_services/player.html

Priya Jaisinghani and Charley Johnson. 2012 “What’s Possible in Mobile” and

“For Text-Savvy Filipinos, Mobile Banking is a Crucial Bridge” in *Youth Storm the Mobile Frontier*. USAID

Recommended

Anju Malhotra Anjala Kaneshathasan Payal Patel. “How Mobile Phones, Computers and the Internet Catalyze Women’s Entrepreneurship” India Case study. ICRW.

Session 7: ICTs for Health

Paper 2 due today

CDC. Adolescents, Technology and Reducing Risk for HIV, STDs and Pregnancy.

<https://www.cdc.gov/std/life-stages-populations/Adolescents-white-paper.pdf>

Countries Darrell West. 2012. “How Mobile Devices are Transforming Healthcare.”

<http://www.brookings.edu/~media/research/files/papers/2012/5/22%20mobile%20health%20west/22%20mobile%20health%20west.pdf>

Blush, K. “A Healthy First Breath for Malawi’s Newborns” in “What’s Possible in Mobile” in

Youth Storm the Mobile Frontier. USAID

Session 8: Field Trip

Visiting DC Youth NGO

SECTION III- The Rights-Based Approach

Session 9: Youth Civic Engagement and DigiActivism

Group Presentation 2

TedTalk: Shirky: How Social Media can Make History

https://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history?language=en#t-36738

Kahne, J. et al. The Civic and Political Significance of Online Participatory Cultures among

Youth Transitioning to Adulthood Youth & Participatory Politics // February 5, 2011

Merlyna Lim. 2012. Clicks, Cabs, and Coffee Houses: Social Media and Oppositional Movements in Egypt, 2004–2011. *Journal of Communication*

Recommended

S Valenzuela, A Arriagada. 2012. “The social media basis of youth protest behavior: The case of Chile” *Journal of Communication*. Academia.edu

World Youth Movement for Democracy

<http://democratic-youth.net/world-youth-movement-for-democracy/>

Session 10: ICTS and Youth against (Gender-Based) Violence
Group Presentation 3

Skalli-Hanna, L. 2014. "Young Women and Social Media Against Sexual Harassment in North Africa", *Journal of North African Studies*, Volume 18(5), December.

<http://www.tandfonline.com/eprint/u5Pb6kqg8tYGGXDjAzvG/full>

Ceri Hayes. Tackling gender-based violence with technology - Case studies of mobile and internet technology interventions in developing contexts." GenderIT.Org

http://www.genderit.org/sites/default/upload/statt_tackling_gbv_with_technology.pdf

Recommended

Skalli-Hanna, L. 2013.

["Young Women Demanding Justice and Dignity: By All Means Necessary" *Jadaliyya*, March - 2012.](http://american.academia.edu/loubnahanna)

<https://american.academia.edu/loubnahanna>

Session 11: End of the Semester Project

A one-on-one meeting with students to discuss their end of the semester project

Session 12: Youth and ICTs for Transparency & Accountability

Group Presentation 4

Graham, J. et al. "Principles of Good Governance." Institute of Governance

Sophia Wickberg. 2013. "Best Practices in engaging youth in the fight against corruption."

www.u4.no/publications/best-practices-in-engaging-youth...fight...corruption/.../3257

ICTS, Youth and Social Accountability.

<https://prezi.com/qdxuumg9jdah/ict-youth-and-social-accountability-global-youth-anti-corruption-network-gyac/>

Recommended

Chene, Marie. 2012. "Use of Mobile Phones to detect and deter corruption." Transparency International.

Srikanth Gullapalli. Voices Against Corruption: Shudhify India.

<http://voices-against-corruption.ning.com/page/voices-case-studies>

Nigerian Elections: Media Coverage Focuses on Youth and Social Media

<http://sahelblog.wordpress.com/2011/04/15/nigerian-elections-media-coverage-focuses-on-youth-and-social-media/>

Yemen Youth Employ Technology, Crowdsourcing To Monitor High-Stake Elections

<http://www.crowdsourcing.org/document/yemen-youth-employ-technology-crowdsourcing-to-monitor-high-stake-elections/11075>

Session 13: Youth Peace and Security

Group Presentation 5

Wilson Center. October 2016 "Shifting Paradigms: The role of young people in building

peace and security”

<https://mail.google.com/mail/u/0/#search/youth+peace+and+security/157535926b78263e>

Progress Study on Youth Peace and Security: <https://www.youth4peace.info/ProgressStudy>

Beatrice M. Spadacini. 2013. Global Mapping of Communication for Development Interventions in Peacebuilding and Conflict Transformation. UNICEF

http://www.unicef.org/cbsc/files/Global_Mapping_C4D_Peacebuilding.pdf

Recommended

AED. “Youth as A Catalyst for Peace: Helping Youth Develop the Vision, Skills, and Behaviors to Promote Peace.”

<http://www.ngoconnect.net/documents/592341/749044/Youth+as+a+Catalyst+for+Peace-+Helping+Youth+Develop+Vision,+Skills+and+Beh>

SFCG. Communication for Peacebuilding: Practices, Trends and Challenges.” 2011. Search for Common Ground-USIP

<http://cu-csds.org/wp-content/uploads/2009/10/usip2011vdk.pdf>

ICT4Peace Foundation: <http://ict4peace.org/>

Session 14

Wrap up and Final Student Presentations

Final Projects/Papers due (DATE TBD)