



**SCHOOLS OF PUBLIC ENGAGEMENT:  
MILANO GENERAL CURRICULUM**

**SPRING 2023**

**NINT 5135**

**CRN 9296**

**CHILD RIGHTS, URBAN POVERTY AND INEQUALITY**

*(\*\* This syllabus is subject to change \*\*)*

Course Meetings: Mondays, 6:00 –7:50 PM  
Student Center 63 Fifth Av Room 304

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**COURSE DESCRIPTION**

The objective of this course is to analyze the situation of children, adolescents and families living in poverty especially in urban areas. We will review programmatic approaches that are designed to reduce poverty and inequality. The course will merge conceptual and practical knowledge by following two complementary tracks:

1. Analyzing conceptual frameworks and methodological approaches that measure poverty and inequality, along with relevant social policies to alleviate urban poverty and exclusion, especially for children and adolescents.
2. Design and carry out a practical project related to ways of confronting adolescents and youth who are living in poverty in New York City. Using New York City as a case study, students will explore the work that one non-governmental organization (NGO), [A Chance in Life](#), is implementing in Staten Island to address poverty and marginalization among adolescents and young people.

This course combines various formats, including lectures, guest speakers, field work, student-led discussions and student questions to guest speakers and presentations on themes related to “child-centered program” case studies. Students will emerge at the end of the semester with enhanced knowledge to apply in their careers going forward in the public, nonprofit or private sector.

## Background

Among the 21st century's biggest challenges are urban expansion and growing intra-urban inequalities. Fifty percent of the world's population lives in urban areas now and, by 2050, that number will rise to 66 percent. Many inhabitants, including millions of children, live in slums with precarious and temporary shelter where daily life includes a lack of basic services, segregation and inequality of access to resources and services. The pandemic has shown and exacerbated in a clear way the pre-existing social, ethnic, gender, and location inequalities within and among countries. The COVID-19 pandemic, while it affects all, has harmed densely populated poor urban areas disproportionately.

The paradigms of Social Justice, Human Rights and the Convention on the Rights of the Child will be the overarching conceptual framework of the course.

In collaboration with the renowned international organization, A Chance in Life (ACIL), students will discuss and expand upon the project, The Village, that ACIL started in 2021 in Staten Island. This practical course component will generate for each participant a deeper understanding of the situation faced by adolescents and young people, and their families, in situations of poverty in New York City, which can be applied globally.

By the end of the course, students will gain practical knowledge about understanding poverty from both an academic perspective and from the perspective of people with direct experience of living in poverty. Students will learn how to measure child poverty and inequality. Using a critical lens, students will analyze policies developed by city government and non-governmental organizations on behalf of their citizens, observing the relevance and participation -- or lack thereof -- of communities' and activists' voices. The voice of communities and civil organizations will be examined by studying the case of Staten Island-New York City.

The course will address questions like: Why do so many millions of children suffer from deprivation, poverty, abuse, violence and discrimination? Why are urban poverty and exclusion so pervasive, even in affluent cities like New York? What is the role of people with lived experience of poverty in shaping the narrative around poverty? How do inequities affect different social, ethnic, gender and age groups in cities? Why and how much were these pre-pandemics conditions exacerbated as a result of COVID-19? What will be the pandemic's long lasting effects on children and adolescents, especially those living in poverty? What are lessons learned for the future?

## **GUEST SPEAKERS**

A select group of respected experts and practitioners will be guest speakers throughout the course. Guest speakers will be from NGOs and International Organizations working on poverty issues. In particular some of the people members of Chance in Life will participate in an active

dialog during some of the classes. This and the visit to The Village project will give students the unique opportunity of learning from people that are active in the field of urban poverty and children. They will bring experience that is not necessarily available in texts. Guest speakers may include members of the organizations that will be associated with the core course group final product.

It is crucial that students take advantage of these visits and make the most of the guest presentations. Students must be prepared to engage guests and take an active role during lectures through participation (questions and comments).

**For guest speakers' lecture each student must formulate at least one question to ask during the class related with the topic. Each student must post her or his question Friday before guest class at Canvas under Discussions.** To prepare the question, students must use the class readings.

## **PLAGIARISM**

Plagiarism refers to any appropriation of words or ideas without due attribution. Any words copied directly from another source must be placed within quotation marks. After a direct quote, this form of acknowledgement is required: (author's last name, year of publication: page number of quote) in the text followed by a full citation in the bibliography. Referencing an idea requires citing only the (author's last name, year of publication) in the text followed by a full citation in the bibliography. A student failing to take these precautions could be found guilty of plagiarism and expelled from the program.

## **COURSE REQUIREMENTS AND GRADING**

### **Attendance**

Two unexcused absences are allowed. After two absences, students must contact the instructors with a valid excuse. Extenuating circumstances may apply.

### **Visit to The Village – Staten Island NYC**

**A visit to acquire knowledge and know the place and staff of A Chance in Life, The Village Project, will be organized for Saturday 4<sup>th</sup> February from 10:30 to 12 (tbc)**

This is an important step for the group practical assignment for the semester.

### **Grading**

Grades will be determined by class participation, questions to guest speakers, class discussion leadership, student participation (30%), midterm (30%), and term assignment, final group report and reflection paper (40%).

## **ASSIGNMENT AND TERM PAPER**

### **Assignment I: Searching History, Building History**

The objective of this assignment is to link personal experiences with past stories, specifically related to childhood and adolescence.

- **Individual work:** In a short essay (2-3 pg.), discuss and reflect upon a personal childhood memory. Indicate why this memory had and/or continues to have an impact on your life today.

*Assignment I instructions:*

### **DUE: Class 3 (February 6th, 2022)**

**Reading:** Caitlin Cahill (2007). *The personal is political*

Governments, policymakers and NGOs often seek to improve the lives of children, but pay little attention or respect to children's own voices and perspectives. Although implemented with good intentions, policies and programs targeted at children can often cause harm when there is a lack of understanding about a child's life and present situation. This assignment will not be share with the class.

Students will write a 2-3 page essay reflecting on a stage of their own childhood: feelings, memories or circumstances from early childhood or adolescence. The main objective of this individual assignment is for the students to link the themes that we will discuss in the course with their own child experience.

Suggesting Questions:

When you were a child and adolescent

- How did you view the world, and your place in it?
- How did you relate to adults? How did the adults in your life relate to you? (Parents, family members, teachers)
- How did you imagine your future?
- How has your childhood shaped your present life?

### **Assignment II- Semester-long Project, Final Presentation and Term Paper: Experiencing Poverty and Urban Poverty Policies**

The objective of this assignment is to gain practical knowledge of a specific urban issues that experience adolescents and young people 'disengaged' from school and how The Village project approaches to include them. Students will also explore the work of community and government organizations that are under implementation in NYC. In this way, students will learn about NGOs and community organizations management.

This assignment will give continuity to the projects developed by the students of the spring 2022 course.

Working in groups, students will design, and develop a project that will assess the experience of the young people participating in the program The Village runed by Chance in Life in Staten Island.

The students will work in three or four groups. Each group will do desk review and field work in Staten Island.

The groups will work in a complementary way to answer the students' project questions.

**Group 1: Stake Holder Analysis. Political and local community actors**

Using the work developed in 2022, this group will: a) map governments sectors, civil society organizations (non-governmental, schools, religious, community and others) that works in the area on issues related with families, adolescents, and young people, in particular those in a disadvantage socio-economic situation; b) interview a selected groups of leaders to answer some of the questions presented above about stakeholders.

**Group 2 and 3: Participants, parent, care takers, peers and staff assessment**

This group will work with the young people participating in one of the programs, their extended family, friends, and staff. The methodology might use different approaches like focus groups, video storytelling, in deep interviews, observation. The objective will be to answer the questions related with this constituency.

Each group in its dialog with the Chance in Life focal point and using the questions presented in the Assignment II note will define the research theme. From there, students will define research questions, methodology and final products. The final products can have different creative forms. The final product must be presented to the partners and the class at the end of the semester.

Some questions are the following: on top of the present partners what are other possible stakeholders in the community? Which of them could potentially demand and contribute to The Village? In the political arena, what are the actors, how to contact them and how they could potentially help to disseminate and scaleup the project? Does the North Shore of Staten Island community know the project and how do they perceive it? Who are the other social justice actors (individuals, institutions, and non-profits) in Staten Island? How can The Village keep seeking to reach out the poorest families? What are the direct and indirect impact of The Village programs on the young people participating, their fear and family?

The final product will include: a) paper including the research question, the methodology applied, analysis of the results and recommendations, and b) ppt or video presentation.

**Students will work in groups according the theme. However, individual work would be also possible in agreement with the professor.**

Assignment Instructions:

1. All students will do an introductory visit to The Village in Staten Island
2. Each student will be assigned to a group according to the working groups organized in class 3/4.

3. Each group in dialog with Chance in Life and following the objectives and questions presented in the instructive for Assignment II will develop a research project. Each group must specify a project that will be carried out during the semester. The group must define all the components including the methodology for the analysis of the project agreed. The research must consider the limited timeframe of the course.
4. For Class 6 (March 7<sup>th</sup>), each group will present the project and possible final product.
5. For Class 9 (April 4<sup>th</sup>) each group will report about the field work and advance of the project.
6. For Class 11 (April 18<sup>th</sup>), each group will give a brief 5' presentation of the final project proposal's structure, methodology and analytical approach and progress update of the work. The presentation must be in PowerPoint format (2 Pages Brief due).
7. Fieldwork, analysis and final presentation must be developed during the second half of the course (Classes 5-12, including Spring Break week).
8. During Class 15 (May 16<sup>th</sup>), all groups will participate in an Open Presentation. Groups will be responsible for inviting all relevant stakeholders. **(Final Products due).**

### **MID-TERM.**

Students will answer a set of questions in connection with the course readings. The midterm will be handed out the week before Spring Break, and is due on the first class after the break (**March 20<sup>st</sup> 2022**).

The paper must be 4-6 pages in length, double spaced, 12 fonts.

Undergraduate students will need to answer only one part of the mid-term

### **Individual Reflection Paper**

Each student will submit a brief reflection paper based on the practical experience and on the course on: a) the issue of the causes of persistence of urban poverty, and b) discussion on how the course could inform your future paths and how could it be improved . The information gathered during the development of the Assignment could inform the final paper. **(Due May 22<sup>nd</sup>)**

The paper should be 2 to 4 pages, double spaced, 12 fonts.

### **IMPORTANT DATES**

<i>Block 1: Class 1, 2, 3,4</i>	Building the Conceptual Framework. Childhood & the current Social Structure. Organizing working groups for Assignment II
January 23 <sup>rd</sup> (Class 1)	First Class
February 6 <sup>th</sup> (Class 3)	Assignment I: Personal Reflection Due

<i>Block 1 continuation: Class 5,6, 7</i>	Conceptual Framework continuation: Human Rights, Social Policy, Markets and Globalization. Human Rights and Child Rights, Merging Knowledge. Group presentation Assignment II.
March 6 <sup>th</sup> (Class 6)	Midterm Handed Out
March 13 <sup>th</sup> (No class)	SPRING BREAK
March 20 <sup>th</sup> (Class 7)	Midterm Due
March 20 <sup>th</sup> (Class 7)	Class by Zoom
<i>Block 2: Class 8, 9,10</i>	Multidimensional Child Poverty, Household surveys, Inequality.
<i>Block 3: Class 11, 12, 13,14</i>	Urban informality. Policies and programs for child protection and social protection.
May 15 <sup>th</sup> (Class 15)	Final Presentation to partners.
May 22 <sup>nd</sup>	Individual reflection paper due and final group report

## WEEKLY COURSE SCHEDULE AND TOPICS

<b>BLOCK # 1</b> <b>Building the Conceptual Framework. Childhood &amp; the current Social. 21Structure, Human Rights, Social Policy, Markets and Globalization. Human Rights and Child Rights.</b>		
<b>January 23<sup>rd</sup></b> (class # 1)	<ul style="list-style-type: none"> <li>• Children and Urban Issues - What How and Why?</li> <li>• Structure &amp; Objectives</li> <li>• Course expectations</li> <li>• Assignments I and II</li> <li>• Chance in Life participation</li> <li>• Student presentations</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>- Caitlin Cahill (2007). <i>The personal is political: Developing new subjectivities through participatory action research</i>. Gender, place and culture, 14 (3). <a href="http://content.lib.utah.edu/utis/getfile/collection/uhood/id/51/filename/image(Links to an external site.) (Links to an external site.)Links to an external site.">http://content.lib.utah.edu/utis/getfile/collection/uhood/id/51/filename/image(Links to an external site.) (Links to an external site.)Links to an external site.</a></li> <li>- Grantham Sally and others (2007), “<i>Development potential in the first 5 years for children in developing countries</i>, <i>The Lancet</i>, #369 pages 60-70.</li> <li>- Teitz, Michael B. and Karen Chapple. “The causes of inner-city poverty: Eight hypotheses in search of reality.” <i>Cityscape</i> 3, no.3 (1998): 33-70.</li> <li>- Fraser, A., Pelling, M., and Solecki, W., “Understanding risk in the context of urban development” in Bartlett, S. and Satterthwaite, D., (2016) <i>Cities on a Finite Planet</i>. Chapter 2, p. 17-37.</li> <li>- Spencer N, Warner G, Marchi J, et al (2022). ‘Hidden pandemic’: orphanhood and loss of caregivers in the COVID-19 pandemic. <i>BMJ Paediatrics Open</i> 2022;<b>6</b>:e001604.doi:10.1136/ bmjpo-2022-001604</li> </ul>
<b>January 30<sup>th</sup></b> (class # 2)	<ul style="list-style-type: none"> <li>• What is A Chance in Life &amp; The Village</li> <li>• Students’ work in 2022</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Daniel Sokal (2021). <i>The Path to Self-government Through Positive Youth Development. Chance in Life.</i></u></li> <li>- Chance in Life Annual Report <a href="#">here</a></li> <li>- Executive Summary for The Village <a href="#">here</a>.</li> </ul>
<b>February 2<sup>nd</sup>, Saturday, 10:30 AM to 12 PM – Visit to The Village, in Staten Island (Mandatory)</b>		
<b>February 6<sup>th</sup></b> (class # 3)	<ul style="list-style-type: none"> <li>• COVID-19 inequality and voice</li> <li>• Conceptual framework</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>- <a href="#">Equity for Children (2020). In first person.</a></li> <li>- Fraser (2002) <i>Justice Interruptus</i>, Routledge, pp. 173-188</li> </ul>



	<ul style="list-style-type: none"> <li>• Social justice</li> <li>• Distribution &amp; Redistribution</li> </ul>	<ul style="list-style-type: none"> <li>- Fraser N. ( ) <i>Rethinking Recognition</i></li> <li>- Gray (2000) <i>Two Faces of Liberalism</i>, chapter 4.</li> <li>- Eduardo S. Bustelo and Alberto Minujin (1998) “<i>Evasive Social Policy</i>” UNICEF-Regional Office for Latin America and the Caribbean.</li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Hirschman (1986) <i>Rival views of market society</i> in <i>Rival views of market society and other recent essays</i>.</li> <li>- Polly Vizard, Sakiko Fukuda-Parr, and Diane Elson (2011) <i>Introduction: The Capability Approach and Human Rights</i>. <i>Journal of Human Development and Capabilities</i>. Vol. 12, No. 1, February 2011.</li> </ul>
<b>ASSIGNMENT I DUE</b>		
<b>February 14<sup>th</sup></b> <b>Class #4</b>	<ul style="list-style-type: none"> <li>• Group work on assignment II</li> <li>• Human Rights</li> <li>• Child Rights, Convention</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Convention on the Rights of the Child (September 2, 1990)</a>.</li> <li>- Minujín, and Ferrer, M. (2016). <i>Assessing Sustainable Development Goals from the Standpoint of Equity for Children</i>. <i>Journal of International and Comparative Social Policy</i>. Routledge. UK ISBN 2169-978X. <a href="https://equityforchildren.org/2016/06/assessing-the-sustainable-development-goals/">https://equityforchildren.org/2016/06/assessing-the-sustainable-development-goals/</a></li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Committee on the Rights of the Child (2016) General comment No. 19 on public budgeting for the realization of children’s rights (art. 4)</a>.</li> <li>- Committee on the Rights of the Child (2016) General comment No. 20 on the implementation of the rights of the child during adolescence</li> </ul>
<b>February 20<sup>th</sup> (no class)</b>		
<b>February 27<sup>th</sup></b> <b>class #5</b>	<ul style="list-style-type: none"> <li>• Childhood &amp; Society</li> <li>• Child poverty, conceptual framework</li> <li>• Group work</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- The Palgrave Handbook of Childhood Studies, Ch. 1 &amp; 2</li> <li>- Lister, Ruth (2007). Why Citizenship? Where, when and how Children? <i>Theoretical Inquiries in Law</i> 8:693 p. 692 - 718</li> </ul>

	<p><u>Guest Speaker:</u> Enrique Delamonica</p>	<ul style="list-style-type: none"> <li>- Kane Laura W (2017) <i>Are Children Capable of Collective Intentionality?</i>, <i>Childhood &amp; Philosophy</i>, v.13, n.27, pp. 291-302, Rio de Janeiro.</li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Ghai Yash (2000) <i>Globalization and the Politics of Rights in Rights @Global.net</i>, UNICEF and UNRISD, pp 27-54.</li> <li>- Donnelly Jack (2001), <i>Universal Human Rights in Theory and Practice</i>, Cornell University Press, Chapter 4 “Market, State and “The West”.</li> </ul>
<p><b>March 6<sup>th</sup> class #6</b></p>	<ul style="list-style-type: none"> <li>• Cities4Children: The Case of Brazil</li> </ul> <p><u>Guest Speaker:</u> Samantha Coco-Klein</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Evaluation of the UNICEF work for children in urban settings- Brazil Case Study <a href="https://www.unicef.org/evaluation/reports#/detail/17239/evaluation-of-unicef-work-for-children-in-cities-brazil-case-study">https://www.unicef.org/evaluation/reports#/detail/17239/evaluation-of-unicef-work-for-children-in-cities-brazil-case-study</a></li> <li>- Cities for and with Children. Ideas to Inspire Action (2022) <a href="https://cities4children.org/">https://cities4children.org/</a></li> </ul>
<p><b>Group presentation projects assignment II</b></p>		

<p><b>START FIELD WORK ASIGNMENT II</b></p>		
<p><b>MID TERM HANDED OUT</b></p>		
<p><b>March 13th (no class, spring break)</b></p>		
<p><b>March 20<sup>th</sup> (class # 7)</b></p> <p><b>VIRTUAL By Zoom</b></p>	<ul style="list-style-type: none"> <li>• Family Disruption and Institutions.</li> <li>• Keeping families together</li> </ul> <p><u>Guest Speaker:</u> Ema Genijovich</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Minuchin, P., Minuchin, S., &amp; Colapinto J. <i>Working With Families of the Poor</i>. Chapter 2</li> <li>- <a href="#">Equity for Children (2018). Finding Synergies Between Structural Family Therapy and Advocacy for Poor Families</a></li> <li>- <a href="#">Equity for Children (2018). Working with the families of the poor: Improving Services for Children and their Caretakers.</a></li> </ul>

MID TERM DUE send by email

**BLOCK # 2**  
**Multidimensional Child Poverty, Household surveys, Inequality.**

<p><b>March 27th</b> (class # 8)</p>	<ul style="list-style-type: none"> <li>• Income and multidimensional child poverty</li> <li>• Urban poverty NYC</li> </ul> <p><u>Guest Speaker:</u>          Enrique Delamonica          (UNICEF)</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- A Minujin, E. Delamonica and others (2006) “<i>The definition of child poverty; a discussion of concepts and measurements</i>”, <i>Environment and Urbanization</i>, Vol. 18 No 2.</li> <li>- A World Free of child Poverty Global Coalition Guide  <a href="http://equityforchildren.org/2017/04/a-world-free-from-child-poverty-a-guide-to-the-task-to-achieve-the-vision/">http://equityforchildren.org/2017/04/a-world-free-from-child-poverty-a-guide-to-the-task-to-achieve-the-vision/</a></li> <li>- Swift, J. (1792) <i>A modest proposal for preventing the children of poor people from being a burden to their parents or the country, and making them beneficial to the public</i>, in <i>Major Works</i>, Oxford world’s classics, pp. 492-499.</li> <li>- CEO Poverty Measure 2005–2014. An Annual Report from the Office of the Mayor  <a href="http://www.nyc.gov/html/ceo/downloads/pdf/CEOPovertyMeasure2016-ExecSummary.pdf">http://www.nyc.gov/html/ceo/downloads/pdf/CEOPovertyMeasure2016-ExecSummary.pdf</a></li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Minujin, and Ferrer, M. (2016). Assessing Sustainable Development Goals from the Standpoint of Equity for Children. <i>Journal of International and Comparative Social Policy</i>. Routledge. UK ISBN 2169-978X.</li> <li>- <a href="#">Bartlett, S. and Minujin, A. (2009) <i>The Everyday Environments of Children's Poverty, in Children Youth and Environment</i></a></li> <li>- Satterthwaite, D. (2004). The Underestimation of Urban Poverty in Low- and Middle-Income Nations, David, Working Paper on Poverty Reduction in Urban Areas by IIED.</li> <li>- Ruggeri, R. Saith and F Steward (2003) <i>Everyone agrees we need poverty reduction, but not what this means: does it matter?</i> WIDER, Helsinki.</li> <li>- Somsook Boonyabancha and Thomas Kerr (2015) “How Urban Poor Community Leaders define and Measure Poverty” in <i>Environment and Urbanization</i>, vol 27 n 2 October 2015</li> </ul>
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<p><b>April 3<sup>rd</sup></b> (class # 9)</p>	<ul style="list-style-type: none"> <li>• Inequality</li> <li>• Children and Intra-Urban Inequalities</li> <li>• Public Spaces</li> <li>• Students groups report</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Minujin (2016), "Increasing Childhood Equality in Cities: a practical intervention through policy, research and advocacy", Social Science Report <a href="https://equityforchildren.org/2016/09/world-social-science-report-2016-challenging-inequalities-pathways-to-a-just-world/">https://equityforchildren.org/2016/09/world-social-science-report-2016-challenging-inequalities-pathways-to-a-just-world/</a></li> <li>- Equity for Children, Executive Summary on Public Spaces <a href="https://equityforchildren.org/2022/11/childrens-and-the-rights-to-the-city/">https://equityforchildren.org/2022/11/childrens-and-the-rights-to-the-city/</a></li> <li>- Equity for Children (2016) Urban Challenges and Childhood Inequalities <a href="https://equityforchildren.org/2016/11/urban-challenges-and-childhood-inequalities/">https://equityforchildren.org/2016/11/urban-challenges-and-childhood-inequalities/</a></li> <li>- Equity for Children (2017), " The Approaches to Equity" <a href="https://equityforchildren.org/2017/09/the-approaches-to-equity-report/">https://equityforchildren.org/2017/09/the-approaches-to-equity-report/</a></li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Cocco-Klein and others (2019); Monitoring Child Wellbeing and Inequality in Cities: A Model developed in Colombia.</li> </ul> <p><b>Students Report on Field Work</b></p>
<p><b>April 10<sup>th</sup></b> (class # 10)</p>	<ul style="list-style-type: none"> <li>• Household surveys</li> <li>• Multiple indicator cluster survey (MICS)</li> <li>• Punishment, violence and disabilities</li> </ul> <p><u>Guest Speaker:</u> Claudia Cappa (UNICEF)</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Unicef MICS</a></li> <li>- <a href="#">Unicef data portal</a></li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Green M. (2001); "What we talk about when we talk about indicators: Current approaches to human rights measurement", 2001, <i>Human Rights Quarterly</i>, 23.</li> </ul>

<b>BLOCK # 3</b>		
<b>Urban informality. Policies and programs for child protection and social protection</b>		
<p><b>April 17<sup>th</sup></b> (class # 11)</p>	<ul style="list-style-type: none"> <li>• Social Protection and children</li> <li>• Cash transfers</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Ortiz, Isabel, Jingqing Chai, Matthew Cummins, and Gabriel Vergara (2010) <i>Prioritizing Expenditures for a Recovery for All: A Rapid Review of Public Expenditures in 126 Developing Countries</i>. Working paper. New York: Policy, Advocacy and Knowledge Management, Division of Policy and Practice, UNICEF.</li> <li>- Save the children, "The Effectiveness of Cash Transfer Programming for Children or 'Cash Evidence for the Unconvinced'"</li> <li>- <a href="#">Minujin, A., Delamonica E., and others (2007) Notes on Social Insurance and Protection Policies for Children, Women and Families, in Social Protection Initiatives for Children, Women and Families, The New School.</a></li> <li>- <a href="#">Video Poverty ATD 4 World &amp; Equity for Children</a></li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">ATD 4 World, "Merging knowledge"</a></li> <li>- <a href="#">ATD 4 World, "The Multidimensional aspects of Poverty"</a></li> <li><a href="#">ATD 4 World "Pushed to the Bottom"</a></li> </ul>
<b>GROUP PRESENTATION – ASIGMENT II &amp; FINAL PAPER</b>		
<p><b>April 3<sup>rd</sup></b> (class # 12)</p>	<ul style="list-style-type: none"> <li>• Urban women on risk: the case of Latin population in Queens.</li> <li>• Violence and child prostitution</li> </ul> <p><u>Guest Speaker:</u> Rita Abadi</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Bissell, S., Cook, P., Boyden, J., and Myers, W. (2009). Rethinking Child Protection from a Rights Perspective: Some observations for discussion</a></li> <li>- Save the Children (2013) <i>Child Protection Strategy 2013-2015</i>, Child Protection Initiative</li> <li>- Warren, J (2016). SpeakUP! Young Women Share Powerful Stories From Their Own Lives</li> </ul>

	(Mount Sinai)	
<b>GROUP PRESENTATION UPDATE FIELD WORK</b>		
<p><b>May 1th</b> (class # 13)</p>	<ul style="list-style-type: none"> <li>Urban inequalities and informality</li> </ul> <p><u>Guest Speaker:</u> María Carrizosa</p> <ul style="list-style-type: none"> <li>(OLA – GPIA)</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Wratten; W. (1995) "Conceptualizing urban poverty" in Environment and Urbanization, pp. 11-33.</a></li> <li>- Chen Martha, Roever S and Skinner C. (2016) "Urban Livelihoods and the New Urban Agenda", Environment&amp;Urbanization Brief – 34.</li> <li>- McGuirk, Justin, (2014), "Rio de Janeiro: The Favela Is the City", in: Radical Cities: Across Latin America in Search of a New Architecture, Verso, New York. pp. 99-137 (only pages 54-77 of PDF)</li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Khasnobis, Kanbur and Ostrom (eds) (2006), <i>Linking the Formal and Informal Economy</i>, Oxford University Press, Oxford.</li> <li>- McFarlane Colin(2016) "The Geographies of Urban Density: Topology , Politics and the City" in Progress in Human Geography, Vol. 40(5), 629-648, SAGE</li> </ul>
<p><b>May 8th</b> (class # 14)</p>	<ul style="list-style-type: none"> <li>Urban informal saving systems</li> </ul> <p><u>Guest Speaker:</u> Tony Castro Cosio</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Stack, Carol B. All our kin: Strategies for survival in a black community. New York: Harper and Row, 1974.</li> <li>- Edin, Kathryn and Rebecca Joyce Kissane. "Poverty and the American Family: A decade in review." Journal of Marriage and Family 73 (June 2010):460-479.</li> <li>- Banerjee, Abhijit V., and Esther Duflo. "The economic lives of the poor." The journal of economic perspectives 21.1 (2007): 141-167.</li> <li>- Karlan, Dean, Aishwarya Lakshmi Ratan, and Jonathan Zinman. "Savings by and for the Poor: A Research Review and Agenda." Review of Income and Wealth 60.1 (2014): 36-78.</li> <li>- <a href="#">Where Are the Unbanked and Underbanked in New York City?</a></li> </ul> <p><u>Secondary readings:</u></p> <ul style="list-style-type: none"> <li>- Anderson, Siwan, Baland, Jean-Marie; Moene, Karl Ove. "Enforcement in informal saving groups." Journal of Development Economics 90 (2009) 14–23</li> </ul>

	<b>ASIGNMENT II REHEARSAL</b>
<b>May 15<sup>th</sup></b> (class # 15)	<b>FINAL STUDENT PRESENTATION AND WRAP UP CHANCE IN LIFE AND SPECIAL GUESTS</b>