

**THE HISTORY OF THE CHILDREN'S STUDIES PROGRAM AND CENTER  
AT BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK**

**FOUNDING OF THE INTERDISCIPLINARY FIELD OF CHILDREN'S STUDIES IN THE UNITED STATES**





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**Gertrud Lenzer and Loretta Chin**

**Children's Studies Center for Research, Policy and Public Service  
Brooklyn College, The City University of New York, June 2015**



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**Founding Director Emerita, Brooklyn College Children's Studies Program**  
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**Founding Chair, American Sociological Association, 31st Section, Sociology of Children and Youth**

*Children's Studies does not aim to achieve simply an addition of sum of findings from different disciplines. By bringing knowledge about children from different studies to bear upon the class of children, a more holistic understanding should emerge which in the end will represent more than the sum of its parts.*

*~Gertrud Lenzer<sup>i</sup>*

## Preface

It is nearly twenty-five years since the interdisciplinary field of Children's Studies was founded—the first in the United States and to the best of our knowledge anywhere else.

It was in 1985 and 1986 that it became evident that many disciplines in the social sciences appeared to have forgotten about the generational class of children from age zero to eighteen. We had no Sociology of Children, no Anthropology or Political Science of Children, and no Economics of Children. To be certain, Psychology had the fields of Child Development and Child Psychology, but the rest of the social sciences addressed the entire class of children by way of fragmented sets of other ideas. So Sociology offered “Juvenile Delinquency” or fields like “Socialization” and the “Sociology of the Family.” In the latter case, children were expected to be subsumed in this category as was also assumed in the instance of the “Sociology of Education.” In other words, children as a special class in society did not exist. When this became obvious, the question arose as to why this was so?

The same question arose when the U.S. House Ways and Means Committee published its report on *Children in Poverty* in 1985. Curiously enough, business and the corporate sector had discovered children and youth and marketed to them with what had become a multi-billion dollar industry. It thus became evident that we needed a “Sociology of Children” as a new field in Sociology. It took some more years before the idea was to become a reality. In the meantime, we offered two seminars on “Children and Social Responsibility” in 1986 and 1987. However, by the summer of 1991 the time appeared to have come, and we started to institute the “Sociology of Children” in the American Sociological Association (ASA) as a new section. At the same time, we developed the first course of the Sociology of Children in the Brooklyn College Department of Sociology.

As this initiative was getting under way, a further thought and question arose: If we approach children from a sociological perspective, we have added merely another disciplinary dimension to, say, the field of Child Psychology? What about the rest of the child? What about

all the other dimensions which make up each child or all children? How can we approach the whole child, since a Sociology of Children would only grasp a fraction of the child?

It was at this point that the idea occurred that we must develop a field with focus on the whole child and all children. An interdisciplinary field of Children's Studies appeared to be an answer and a solution in order to avoid a disciplinary fragmentation of the child, and of children. The challenge was to convince others of the need for and importance as well as validity of such a new field. So while we were in the process of establishing the ASA Section of the Sociology of Children, we simultaneously began working on creating what we called Children's Studies, beginning in October of 1991. Besides, Black Studies and Women Studies had been developed and were thriving academic fields.

My colleagues from Sociology, Psychology, English, History and the Health Sciences—all of whom had a special interest in children—met in October 1991 and discussed the possibility of starting the interdisciplinary field of Children's Studies. I no longer recall how we arrived at a consensus, but our first question was how to establish the new field at Brooklyn College. With the help of the Assistant to the Provost, Maurie Callahan, we arrived at the conclusion that we should not start it as a major field of academic study but as an interdisciplinary minor. The standard first question was always: Who else has Children's Studies? At which other academic institution did it exist? Clearly, colleagues and members of the administration expected Harvard, or Columbia, or Princeton to have preceded us in this undertaking. It took from autumn 1991 until May of 1994 to officially implement this idea, when Faculty Council officially instituted a 15-credit Minor in Children's Studies. The participating departments with courses were the School of Education, the departments of History, Psychology, Africana Studies, and Puerto Rican Studies, Sociology, and Health Sciences.

Our colleagues, Professors Margaret King, History; Roni Natov, English; Louise Hainline, Psychology; and Betty Wolder Levin, Health; and Laura Kitch; Sociology, were steadfast throughout this time until the full implementation of Children Studies. Our greatest ally soon thereafter was found in the Central Administration of The City University of New York, which awarded to us in 1995 a "New Visions in Education" grant for two successive

years, which enabled us to develop our first independent children's studies course, "Perspectives on Childhood." At this point also the chair of the Film Department, Professor Lindley Hanlon joined our group. And it was from 1995 forward that all of us together developed the readings and taught the interdisciplinary course together for the first time in 1996. This pioneering time was full of excitement as we were alternating as instructors but with everyone present at all class sessions.

These were the founding years, and we owe much gratitude to the Central Administration of CUNY. In particular, we would like to express our gratitude to Dr. Elsa Nunez, University Dean for Academic Affairs and Vice Chancellor for Student Affairs at The City University of New York, who was most encouraging and worked with us on the New Visions in Education grants. (Soon thereafter, she was appointed President of Eastern Connecticut State University, a position she still holds today.) We were able to teach the course jointly one more time. In subsequent years, the founding colleagues served as the Children's Studies Faculty Committee, which assisted with the approval of new Children's Studies courses and as members of the search committee for the professorial cluster line and the Higher Education Assistant line. In later years, the founders Professors Hainline, King, Natov and Wolder Levin were joined by Professors Gail Gurland, Speech; Carol Korn-Bursztein, Education; and Maria Perez y Gonzales, Puerto Rican and Latino Studies, and served on the Children's Studies Faculty Committee. They all are owed much gratitude for unstintingly serving in the best interests of the Children's Studies Program over many years.

In 1996, we also decided to found a Children's Studies Center for Research, Policy and Public Service. We developed the planning document and obtained permission for it from the Brooklyn College Administration. The proposal reached the CUNY Board of Trustees in February 1997. Also here again, our strongest advocate was the Chancellor of The City University of New York, Dr. W. Ann Reynolds, who fielded the questions at the Board of Trustees Meeting and decisively helped to bring the Center into existence.

Our Report will tell the story of the rise and success of both the Children's Studies Program and of the Children's Studies Center for Research, Policy and Public Service.

Again, we would like to express our gratitude to the Central Administration of The City University of New York, its Executive Vice Chancellors Dr. Louise Mirrer and Dr. Selma Botman, its Chancellors W. Ann Reynolds and Matthew Goldstein as well as the Chairman of the Board of Trustees, Dr. Benno Schmidt, Jr., for their firm support over many years. In particular, we also received from CUNY Central a College Assistant line, a professorial cluster line in “Child Welfare Policy,” as well as a Higher Education Assistant line to help with the coordination of the flourishing program. An additional cluster line in “Child Demography” was awarded to the Children’s Studies Program by Vice Chancellor Botman but turned down by then President of the College, Christoph M. Kimmich.

In addition, the invitation from the Central Administration to develop a CUNY-wide Institute in Children’s Studies to be housed at Brooklyn College with \$125,000 per annum for three years met with a similar fate. The comprehensive proposal for the “CUNY Children’s Studies Institute for Research, Policy and Public Service” was prepared with the help from the Office of Academic Affairs at CUNY but it was turned down by President Kimmich a few weeks before it was going to be approved by the CUNY Board of Trustees. In this connection, we would also like to thank CUNY for providing five diversity grants for establishing our “Child Policy Forum of New York.” Without CUNY’s support, Children’s Studies could never have flourished or succeeded. Special gratitude is also due to Dr. Vartan Gregorian, President of the Carnegie Corporation of New York, who provided generous grants to mount our Children’s Studies Center’s conferences—the “Policy Symposium on Children and the Law in New York” and the “National Consultation, Social Justice for Children: To End Child Abuse and Violence against Children.” We would also like to thank Reuben Mark, the CEO of the Colgate Palmolive Corporation, for his generous grant which enabled the Children’s Studies Center to launch many of its numerous projects over many years.

Last but not least, we owe special acknowledgments to our hundreds and hundreds of enthusiastic and devoted Children’s Studies students over the years who pursued their studies in this new field. Their interest in and commitment to children and young people provided them with the courage to choose the new discipline of Children’s Studies not only as their academic field but also to explore varied career paths by way of post-graduate studies in social work,

education, psychology, criminal justice and speech to name only a few, and to engage in exploratory internships in such settings as chambers of judges, UNICEF, community-based advocacy organizations and museums. This was particularly true once the Bachelor of Arts degree was approved by the CUNY Board of Trustees in spring 2009 with the condition by the Chairman of the Board, Dr. Benno Schmidt, Jr., that the College provide more professorial lines, since the program was almost exclusively staffed by adjunct faculty. So many students chose Children's Studies as a first or second major that by 2012 the discipline was the third largest Bachelor of Arts program among the 16 departments and programs in the School of Humanities and Social Sciences at Brooklyn College.

Since "children" in Children's Studies conveyed in everyday language the impression that we were focusing on young children, we decided in 2010 to rename the Program "Children and Youth Studies."

Dr. Gertrud Lenzer

June 1, 2015, Montauk, New York

## **Founding of the Interdisciplinary Field of Children's Studies at Brooklyn College**

In Fall 1991 Brooklyn College became the first academic institution to found the interdisciplinary field of Children's Studies and to develop a Children's Studies Program. Before founding Children's Studies with colleagues from different disciplines at Brooklyn College, Gertrud Lenzer set about to establish the "Sociology of Children"<sup>ii</sup> as a Section in the American Sociological Association (ASA). To this end, she wrote an article in August, 1991 titled "Is There Sufficient Interest to Establish a Sociology of Children?" In the ASA journal *Footnotes*,<sup>iii</sup> James S. Coleman, then ASA President-Elect wrote as an addendum to this article, "I believe that the call for increased attention to the sociology of children is well-placed, and it may be that a new section of the ASA is the best way to do that."

With the help from many colleagues across the United States, the new section was officially established in 1992 and grew rapidly to over 450 members a year later. At the same time, Lenzer founded *ChildNews* as the Section's newsletter. Subsequently, Brooklyn College is also credited with founding the first Sociology of Children course in the Department of Sociology in any academic institution in the United States.

The new concept of "Children's Studies" with its emphasis on an interdisciplinary and comprehensive approach of study to the generational cohort of children from 0–18 years of age was introduced and coined in contradistinction to the Child Study Movement initiated by Stanley Hall before the turn of the 20th century with its focus on child psychology and development.

In subsequent years, the concept of Childhood Studies emerged alongside the field of Children's Studies. Today we find both Children's Studies and Childhood Studies programs at numerous academic institutions worldwide. Whereas childhood studies claims as its major focus "to understand childhood," the field of children's studies made from its beginnings the ontological claim that children must be viewed in their fullness as human beings, as a generational and social class in all their civil, political, social, economic and cultural dimensions. In this wider and encompassing context, the study of "childhood" is viewed as a subfield of Children's Studies.



## Background, History, and Vision

In an article in the *Lion and the Unicorn* in 2001 Lenzer provided a short history of the interdisciplinary field of Children's Studies. In it, she observed that “most disciplines in the arts, humanities, social and medical sciences as well as law—with the notable exceptions of education, children’s literature, child psychology and pediatrics—had failed to provide a special focus on children. In brief, most disciplines did not regard children as both a distinct and separate social class and human transhistorical condition.<sup>iv</sup> At the time, there was a growing interest in children and youth and in their human rights, but it mostly resulted in a fragmentation of children into an incoherent manifold of specialized perspectives that were disconnected from one another.

The vision for this new interdisciplinary and interdepartmental field of study was based on the insight that children from birth to age eighteen represent in every society a distinct sociocultural class and generational cohort. This recognition set the agenda and mission for Children’s Studies—to view children as whole human beings with a primary focus of analytic and empirical attention that is comprehensive in scope and brings about integration and synthesis of existing research, thereby providing better opportunities for the shaping of public policies as they affect children and young people.

The overarching goal, intellectual ideal and proposed methodology of the Children’s Studies program in a liberal arts curriculum was to bring about among students more adequate, knowledge-based representations of children and youth in society—from infancy to through childhood and adolescence to adulthood—by means of a new pedagogy and research methodology. It is also important to note that from its beginnings, the human rights of children represented a major framework for the new and interdisciplinary field of Children's Studies. Brooklyn College was also the first academic institution to develop and establish a “Human Rights of Children: A Transnational Development” course beginning in the early 1990s.

Hailed as “pioneering” by *The New York Times*<sup>v</sup>, the Brooklyn College program has been emulated at many universities and colleges both here and abroad since its inception. The University of San Francisco soon followed with an interdisciplinary minor in Children and Youth Studies and was joined by other academic institutions, many of whom established their

Children's Studies programs with advisement from Lenzer.<sup>vi</sup> Brooklyn College and The City University of New York have been the source of significant academic and scholarly programmatic innovations in higher education through this interdepartmental program, which brings together knowledge about children and youth from infancy through the age of legal majority as seen from the perspectives of the arts, humanities, social and natural sciences, medicine, and the law.

Edward Rothstein wrote about the interdisciplinary field of Children's Studies in an article in *The New York Times* titled, "How Childhood Has Changed! (Adults Too)"<sup>vii</sup>, "Three years ago, at Brooklyn College, the sociologist Gertrud Lenzer founded a pioneering program in children studies applying anthropology, psychology, literature and history to the study of children and adolescence. Nearly 100 students now minor in the area; other schools have begun similar programs," Rothstein said.

In the Sunday Reader of *The Dallas Morning News* an article titled "Lenzer Champions Growing Field of Children's Studies",<sup>viii</sup> Ira J. Hadnot wrote that Lenzer had created a novel program that is being copied across the country. Lenzer told Hadnot in a telephone interview that there was a child study movement in the late 1880s that moved into the 20<sup>th</sup> century, but it was heavily oriented towards psychology, whereas her vision of Children's Studies would look at children in their totality. She said that she would encourage students to combine Children's Studies with their major field of interest. Although Children's Studies was conceived of as a genuinely interdisciplinary and multidisciplinary new field of study along the model of Women's Studies or Black Studies,<sup>ix</sup> Lenzer did not want it to become just another form of identity politics.

## **Children's Studies as a Human Rights Initiative<sup>x</sup>**

Most disciplines did not regard children as both a separate social class and human transhistorical condition. Children's Studies was conceived as a genuinely interdisciplinary and multidisciplinary new field of study that views children in their fullness as human beings.

According to Lenzer, children, in their overall dependency upon adults, have no way of representing themselves. Children are not only minors, but they constitute, in fact, a social minority in our societies. Children and Youth Studies aims to represent children and their interests through the synthesis of knowledge, research and insights gained from different disciplines and in this manner helps to give children a voice.

The importance of children was first discovered in the economic and political realms, prior to receiving scholarly attention. The emergence of children as a major social cohort and category was first recognized by business, advertising and the mass media, which targeted children and adolescents in their advertising and programming activities.<sup>xi</sup>

Children have been used extensively by political parties, especially during periods of elections, to demonstrate their socially responsible intentions and for purposes of legitimation. Such child-rhetoric, however and as a rule, disappeared again after the elections.<sup>xii</sup> Children are confronted with the considerable power the adult world has over them because they cannot represent themselves, unlike other powerless groups who have made their claims heard.

With the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989, which by now has been ratified by every nation state (with the exception of the United States), the field of children's rights has been growing rapidly. The Children's Studies Program and Center were established with aspirations to contribute to the well-being of children by promoting a knowledge-based and improved understanding among the educated public and in society at large of children's capacities, capabilities, needs and desires, as well as of their civil, political, economic, social and cultural human rights.

A future vision of the multidisciplinary field of Children's Studies would play a significant role in promoting an enhanced understanding of children not only by reaching across the disciplines, but also by exposing students to knowledge that would deepen their understandings of children in their future roles as human beings and professionals in all walks of life, and as citizens and parents.

The work of the Brooklyn College Children's Studies Program and Center addresses these issues and works on behalf of children and youth who can neither advocate for themselves nor have a voice. It is also for this reason that a human rights perspective—articulated in the Universal Declaration of Human Rights (1948) and the U.N. Convention on the Rights of the Child (1989) with its enlarged understanding of children and its evolving international jurisprudence—provides the overarching framework for the Children's Studies Program and Center.

## **The Children's Studies Program<sup>xiii</sup>**

A 15-credit minor in Children's Studies was established in 1994 for all liberal arts majors with the following departments officially participating in the minor approved by the Faculty Council of Brooklyn College: Africana Studies, Education, English, Health and Nutrition, Psychology, Sociology, and Puerto Rican and Latino Studies. The minor was listed under "Interdisciplinary Studies" in the *Brooklyn College Bulletin*. Lenzer applied for and received two New Visions in Education Planning Grants in the amount of \$13,000 in Fall 1995 and 1996 for further development of a minor program. A college assistant line was given to the Children's Studies Program in 1996 by the CUNY Central Administration and with much fanfare from the press and the academic world, the first courses offered were Introductory Child Psychology; Sociology of Children; the Black Child and the Urban Education System; Urban Children and Adolescents; Literature for Young People; Family Influences on Child Health; and the Puerto Rican, Hispanic and Caribbean Child.<sup>xiv</sup> Students were able to include courses that met program requirements prior to that time.

In Fall 1998, Lenzer successfully initiated a move to have Brooklyn College include a declaration of minor form so that students could formally declare their minor in the same way they would declare their major. Both the major and the minor would then appear on the student transcript from that point forward and minors would become an official part of the academic records of the college. It was in 2001 that the declaration of a 30-credit concentration in Children's Studies was also added in the same manner.

In 2001 this 30-credit interdisciplinary children's studies concentration for majors in the early childhood education teacher program (birth-grade 2) and the childhood education teacher program (grades 1-6) was introduced in cooperation with the Brooklyn College School of Education. Some of the topics offered in the concentrations and minor include Perspectives on Childhood; Human Rights of Children; Special Topics on Emerging Issues, Policies and Research in Rapidly Developing Areas Related to Children and Youth; Child Abuse and Neglect; Applied Research Methodologies; and child-related courses in Africana Studies, Education, English, Health, History, Political Economy, Psychology, Puerto Rican and Latino Studies, Sociology, and Speech. In addition, a career exploration internship course was

introduced and places students in off-campus internships to explore careers in demanding professional settings that focus on children, youth and families.

The Children's Studies major was approved by the CUNY Board of Trustees with the condition expressed by Dr. Benno Schmidt, Chairman of the Board, that Brooklyn College provide the program with faculty lines. William Tramontano, the Provost of the College agreed to this condition. The Children's Studies major was offered for the first time in Fall 2009<sup>xv</sup> to address the needs of the many undergraduate students who had a keen interest in working with children and youth and who were seeking alternative pathways to careers in professional fields working with these populations.

Close to 900 students attended Children's Studies courses (seat count) during academic year 2009 – 2010, and nine students graduated with a CS single or double major already in its first year of existence in June 2010. By the beginning of the new academic year 2010 – 2011, over 200 students had declared their CS Major, close to 150 their CS Concentration, and over 100 their CS Minor. After two years, the Children's Studies major was the third largest major of the sixteen departments and programs in the Brooklyn College School of Humanities and Social Sciences.

A Children and Youth Studies degree offers not only a holistic and comprehensive perspective on children and young people, but prepares students for graduate or professional training, and a diversity of career opportunities that are available for working with or for children and young people.

As the program grew, so did its course offerings.<sup>xvi</sup> The following is a current list of courses for the minor, major, and concentration (for Early Childhood Education Teacher and Childhood Education Teacher Programs):<sup>xvii</sup>

## Current Course Offerings



### PROGRAM REQUIREMENTS FOR CHILDREN AND YOUTH STUDIES- MINOR (15 CREDITS; FOR ALL LIBERAL ARTS MAJORS)

*Please note that some of these courses have  
prerequisites.*

*All courses below must be completed with a grade of C or  
higher.*

ONE of the following courses:

- \_\_\_\_\_ CHST 2100W [2100] (20): Perspectives on Childhood OR
- \_\_\_\_\_ CHST 3110 (30): Human Rights of Children

TWO of the following courses:

- \_\_\_\_\_ CHST 2120: Generation Next: Adolescence and Youth Culture in Cross Cult. Perspective;
- \_\_\_\_\_ CHST 2200 (25): Special Topics: Issues in Children's Studies;
- \_\_\_\_\_ CHST 3410 (32): Professional Performing Child;
- \_\_\_\_\_ CHST 3310 (33): Children and the Law;
- \_\_\_\_\_ CHST 3620 (34): Child Abuse and Neglect;
- \_\_\_\_\_ CHST 3630: Child Well-Being in a Global World: Focus on the United States;
- \_\_\_\_\_ CHST 4200 (21): Applied Research in Children's Studies;
- \_\_\_\_\_ ENGL 3189 (65): Literature for Young People OR SPEC 1717 (14.4): The Performance of Children's Literature
- \_\_\_\_\_ OR SPEC 2231(31): Speech and Language Development,
- \_\_\_\_\_ HNSC 3170 (36): Family influences on Child Health
- \_\_\_\_\_ OR CHST 4100 (95): Internship in Applied Children's Studies;
- \_\_\_\_\_ PSYC 2210 (20): Introductory Child Psychology; SOCY 2401(40.2): Sociology of Children

TWO of the following courses:

- \_\_\_\_\_ AFST 3335 (54): The Black Child and Urban Education System;
- \_\_\_\_\_ CHST 3610 (31): Children in Crisis;
- \_\_\_\_\_ CHST 3510 (35): Children and Disability;
- \_\_\_\_\_ CHST 3130 (40): Children of New York;
- \_\_\_\_\_ CHST 3430 (36): Children and Media;
- \_\_\_\_\_ CHST 3320: Children, Public Policies, Advocacy and Legislation in New York State
- \_\_\_\_\_ CHST 5100 (88): Independent Study in Children's Studies;
- \_\_\_\_\_ CBSE 2002 OR SEED 2002: Children and Youth in Urban Education: Developmental, Psychological and Sociological Perspectives OR EDUC 2002;
- \_\_\_\_\_ HIST 3457 (43.21) (cross-listed as CHST 3120 (40.1)): History of Children, Public Policy, and the Law in the US OR HIST 3320 (30.4): Childhood in the Western World;
- \_\_\_\_\_ PRLS 2005 (40): Puerto Rican, Latino, and Caribbean Child in the NYC Ed. System

as of Spring 2015



PROGRAM REQUIREMENTS FOR CHILDREN AND YOUTH STUDIES - MAJOR  
(30 CREDIT- BACHELOR OF ARTS)

*Please note that some of these courses have prerequisites.  
All courses below must be completed with a grade of C or higher.*

All of the following courses:

- \_\_\_\_\_ CHST 2100W [2100] (20): Perspectives on Childhood (Prerequisite for CHST 4900)
- \_\_\_\_\_ CHST 4200 (21): Applied Research in Children's Studies
- \_\_\_\_\_ CHST 4900 (91): Professional Perspectives and Children (CAPSTONE COURSE)

\_\_\_\_\_  
Student Initial

\_\_\_\_\_  
Advisement Meeting Date

FIVE of the following courses:

- \_\_\_\_\_ CHST 2120: Generation Next: Adolescence and Youth Culture in Cross Cult. Perspective;
- \_\_\_\_\_ CHST 2200 (25): Special Topics: Issues in Children's Studies;
- \_\_\_\_\_ CHST 3110 (30): Human Rights of Children;
- \_\_\_\_\_ CHST 3130 (40): Children of New York;
- \_\_\_\_\_ CHST 3310 (33): Children and the Law;
- \_\_\_\_\_ CHST 3320: Children, Public Policies, Advocacy and Legislation in New York State;
- \_\_\_\_\_ CHST 3410 (32): Professional Performing Child;
- \_\_\_\_\_ CHST 3430 (36): Children and Media;
- \_\_\_\_\_ CHST 3510 (35): Children and Disability;
- \_\_\_\_\_ CHST 3610 (31): Children in Crisis;
- \_\_\_\_\_ CHST 3620 (34): Child Abuse and Neglect;
- \_\_\_\_\_ CHST 3630: Child Well-Being in a Global World: Focus on the United States;
- \_\_\_\_\_ CHST 3700: Future Careers with Children and Young People: Prof. Orientation and Exploration;
- \_\_\_\_\_ CHST 4100 (95): Internship in Applied Children's Studies;
- \_\_\_\_\_ CHST 5100 (88): Independent Study in Children's Studies;
- \_\_\_\_\_ CHST 5200: Introduction to Advanced Research Methods in Children's Studies

TWO of the following courses:

- \_\_\_\_\_ AFST 3335 (54): The Black Child and Urban Education System;
- \_\_\_\_\_ CBSE 2002 OR SEED 2002: Children and Youth in Urban Education: Developmental, Psychological and Sociological Perspectives OR EDUC 2002;
- \_\_\_\_\_ ENGL 3189 (65): Literature for Young People;  
OR SPEC 1717 (14.4): The Performance of Children's Literature  
OR SPEC 2231(31): Speech and Language Development
- \_\_\_\_\_ HNSC 3170 (36): Family Influences on Child Health;
- \_\_\_\_\_ HIST 3320 (30.4): Childhood in the Western World or History OR HIST 3457 (43.21) (cross-listed as CHST 3120 (40.1)): History of Children, Public Policy, and the Law in the US;
- \_\_\_\_\_ PSYC 2210 (20): Introductory Child Psychology OR PSYC 3220 (22): Cognitive Development  
OR PSYC 3240 (24.5): Psychological and Developmental Disorders of Childhood;
- \_\_\_\_\_ PRLS 2005 (40): Puerto Rican, Latino, and Caribbean Child in the NYC Ed. System;
- \_\_\_\_\_ SOCY 2400 (40.1): The Family OR SOCY 2401(40.2): Sociology of Children
- \_\_\_\_\_ SPCL 3500: Career Paths for Working with Children and Youth

as of Fall 2015





PROGRAM REQUIREMENTS FOR CHILDREN AND YOUTH  
STUDIES CONCENTRATION (30 Credits)  
(FOR EARLY CHILDHOOD EDUCATION TEACHER AND  
CHILDHOOD  
EDUCATION TEACHER  
PROGRAMS)

*Please note that some of these courses have  
prerequisites.*

*All courses below must be completed with a grade of C or  
higher.*

The following course:

\_\_\_\_\_ CHST 2100W [2100] (20 Perspectives on Childhood

TWO of the following courses:

\_\_\_\_\_ CHST 3110 (30): Human Rights of Children;

\_\_\_\_\_ HIST 3320 {30.4}: Childhood in the Western World

• OR HIST 3457 {43.21} (cross-listed as CHST 3120 (40.1)): History of Children, Public Policy, and the  
Law in the US;

\_\_\_\_\_ SOCY 2400 (40.1): The Family OR SOCY 2401{40.2}: Sociology of Children

THREE of the following courses:

\_\_\_\_\_ CHST 4200 (21): Applied Research in Children's Studies;

\_\_\_\_\_ CHST 3610 {31}: Children in Crisis;

\_\_\_\_\_ CHST 3620 (34): Child Abuse and Neglect;

\_\_\_\_\_ CHST 3320: Children, Public Policies, Advocacy and Legislation in New York State;

\_\_\_\_\_ PSYC 2210 (20): Introductory Child Psychology OR PSYC 3220 (22): Cognitive Development  
OR PSYC 3240 (24.5): Psychological and Developmental Disorders of  
Childhood;

\_\_\_\_\_ SPEC 2231(31): Speech and Language Development

THREE of the following courses:

\_\_\_\_\_ AFST 3335 (54): The Black Child and Urban Education System;

\_\_\_\_\_ CHST 2120: Generation Next: Adolescence and Youth Culture in Cross Cult. Perspective;

\_\_\_\_\_ CHST 2200 (25): Special Topics: Issues in Children's Studies;

\_\_\_\_\_ CHST 3310 {33}: Children and the Law;

\_\_\_\_\_ CHST 3510 {35}: Children and Disability;

\_\_\_\_\_ CHST 3630: Child Well-Being in a Global World: Focus on the United States;

\_\_\_\_\_ HNSC 3170 (36): Family Influences on Child Health;

\_\_\_\_\_ PRLS 2005 {40}: Puerto Rican, Latino, and Caribbean Child in the NYC Ed. System

ONE of the following courses:

\_\_\_\_\_ CHST 3410 (32): Professional Performing Child;

\_\_\_\_\_ CHST 3430 (36): Children and Media;

\_\_\_\_\_ CHST 3130 (40): Children of New York;

\_\_\_\_\_ ENGL 3189 (65): Literature for Young People;

\_\_\_\_\_ SPEC 1717 {14.4}: The Performance of Children's Literature

## **The Children's Studies Center<sup>xviii</sup>**

*The overarching goal, intellectual ideal and proposed methodology of the center is to bring about a more adequate and knowledge-based representation of children and youth in society by way of a new pedagogy, research, policy and community involvement.<sup>xix</sup>*

In February 1997, the Children's Studies Center at Brooklyn College was approved by the CUNY Board of Trustees with special help and solid support of then Chancellor W. Ann Reynolds. The center was established to lay the foundations for a new and integrated Child and Youth Studies pedagogy by synthesizing the knowledge from child and youth-related research and policy areas in the Arts and Sciences and making it available by means of curriculum and faculty development to students in the Children's Studies Program. The center's intent was to set an example and provide a new prototype in the understanding of (and research and teaching about) children and youth, and in so doing, take the lead on a national level.

The center concentrates on pedagogy, research, advocacy, and public service to the community. It serves as a think tank and catalyst for change that advocates for the human rights of children through knowledge-based representation. It has a long history of participation in local, national, and international research, and provides assistance to governmental and advocacy agencies, stakeholders, policymakers, and community-based organizations in their work on behalf of children and young people.

In addition to the program's cutting-edge course work, the center has made significant contributions in the areas of child policy research by bringing attention to children's justice and diversity issues through conferences, symposia, and fora that focus on a children's rights perspective. Children's Studies has helped connect leaders and key stakeholders in business, government, education, and non-profit sectors to assist in their policy work through the *Child Policy Forum of New York* series; a legislative initiative to establish an independent Office of the Child Advocate for New York; and more recently, a *National Consultation: Social Justice for Children: To End Child Abuse and Violence Against Children*. Other activities of the center have been to establish student researcher training, conduct grant-funded research initiatives and to institute classroom enrichment through guest lectures and career exploration internships.

Children's Studies has grown by leaps and bounds since its founding and has attracted students in greater and greater numbers over the years. By 2013, the Children's Studies Program and Center became two separate entities, but continues to work together in synergy. The Program and the Center are now known as the Children and Youth Studies Program, and the Children's Studies Center for Research, Policy and Public Service.

### **Public Policy and Research Initiatives<sup>xx</sup>**

*Policy Symposium: Children and the Law in New York and Legislation for an Independent Office of the Child Advocate (OCA) for New York<sup>xxi</sup>*

*March 11, 2004, Association of the Bar of the City of New York*



**Children and the Law in New York Policy Symposium Attendees**

The research and work of the Children's Studies Center on child policy in New York uncovered a need to address the many problems that confront predominantly minority children. One-third of the nearly two million children in New York City live in poverty. Many of them face homelessness and failure in school, and many will also eventually be unemployed or involved in foster care, and the juvenile and criminal justice systems.

On March 11, 2004, the Children's Studies Center held a *Policy Symposium: Children and the Law in New York*, funded and supported by Dr. Vartan Gregorian, President of the Carnegie Corporation of New York. In his welcoming remarks, then Deputy Mayor for Policy Dennis M. Walcott spoke about the many issues facing New York's children. Twenty-eight speakers—including members of the judiciary, the state legislature, child advocacy agencies, and child advocates from the states of Connecticut, New York, and Rhode Island, along with others who

are professionally concerned with children and childhood also spoke of the many realities and challenges that these children face within the compartmentalized and often hidden recesses of the systems of child supervision and administration in New York.

The conference was sponsored by and received wide support from Brooklyn College and CUNY. Benno C. Schmidt, Jr., Chairman of the Board of Trustees of CUNY greeted Deputy Mayor Walcott, President Christoph M. Kimmich of Brooklyn College, CUNY Executive Vice Chancellor and University Provost Dr. Louise Mirrer; distinguished judges, public officials, scholars and children's advocates and others with welcoming remarks, in which he said the following:

*There are many reasons why children—study of children, research and scholarship into their condition, teaching about them to develop public policy with respect to them, direct action in their interest—must be a central priority of The City University of New York. Our founding statute requires that our university be responsive to the particular urban needs of our New York City setting. . . New York has more children than any other city in this country, nearly two million. . . Imagine a city the size of San Francisco comprised of five-year-olds! These children in our great city of children are our hope for the future. But they also represent the most urgent challenges to our city, to our sense of justice, and to our hopes for the future because nearly one in three of our nearly 2 million children in New York live in poverty. One in three—that's twice the national rate of about one in six children living in poverty. . . these youngsters in poverty present an especially compelling case for our research and teaching, public policy, advocacy, and social concern.*

The *Symposium* provided a child-centered and human rights perspective on the major issues of child welfare, education, health and mental health, and children in the juvenile/criminal justice systems in New York with a specific goal to establish an independent Office of the Child Advocate in order to provide independent oversight and accountability to the systems of child administration and supervision in New York State. Then CUNY Chancellor Matthew

Goldstein congratulated the Children's Studies Center in a letter following the symposium with the following statement:

*I am very proud of the exemplary work of the Children's Studies Center, and I am honored that CUNY has supported its activities, including the Policy Symposium. On behalf of the entire City University community, I offer best wishes for its continued success.*

#### Selected Outcomes of the Children and the Law Policy Symposium

- Introduction of legislation for the establishment of an independent Office of the Child Advocate for New York;
- The award of a targeted full-time faculty line in Child Welfare Policy, by Dr. Louise Mirrer, the Executive Vice Chancellor for Academic Affairs of The City University of New York to focus on new areas of research and pedagogy as brought forth by the *Policy Symposium*;
- Development of four new Children's Studies courses:
  1. CHST 25: Special Topics Course on "Children of New York." The course was offered for the first time in Spring and Fall 2005;
  2. CHST 25: Special Topics Course on "Children and Education." The course was offered for the first time in Spring 2005. The course was taught by Adjunct Assistant Professor James Sailer, Senior Director for Corporate Affairs of the Population Council, who created in 2004 an accountability system in Chancellor Klein's office for 130,000 employees and 1200 schools in the New York City;
  3. CHST 40.1 cross-listed with History 43.21: "History of Children, Public Policy and the Law in the United States." This course was offered for the first time in Fall 2005;
  4. CHST 95: Applied Children's Studies Internship course in exploring careers in professions focusing on children and youth. The course was taught in the Spring and Fall 2005. (Students are placed in chambers of New York judges

in the juvenile division of criminal court and in Family Court, in media, research and non-profit institutions focusing on children and youth.)

- An article that appeared in the *City Limits May/June 2005 Magazine* with the article "Out of Mind" by Cassi Feldman on A6334  
<http://citylimits.org/2005/04/26/out-of-mind/>
- A petition containing 1,370 signatures collected by students at St. Mary, Mother of Jesus School in Bensonhurst, Brooklyn in support of bill A11498 and sent to Governor George E. Pataki, Senator Joseph Bruno, Speaker Sheldon Silver, and Senator Martin J. Golden. These signatures were collected by the students of Mrs. Josephine Diane Maione, a former graduate of the Children's Studies Program and Center who is now a Learning Center Teacher and moderator of the Knowledge Empowers You (KEY) program at St. Mary, Mother of Jesus School
- A feature presentation of Gertrud Lenzer about the Children's Studies Program and Center was broadcast on CUNY-TV's Emmy-nominated program "Study With the Best" show. It appeared on Cable Channel 75, in the five boroughs, on Sunday, June 12, 2005 at 8 a.m. and 8 p.m.; Wednesday, June 15, at 8 a.m., 2 p.m., and 10 p.m.; and Saturday, June 18, at 7 p.m.
- Children's Studies and Gertrud Lenzer were featured in the first issue of the CUNY Research Brochure in Fall 2005
- Publication of an article about the *Policy Symposium* in the BC Magazine/Spring 2004 issue entitled "Children and the Law"
- Publications of recognition of the *Symposium* in *CUNY Faculty Matters* and *365 Fifth*, a CUNY Graduate Center newsletter

## **Introduction of Legislation for the Establishment of an Independent Office of the Child Advocate in New York**

Exactly three months to the day after the *Policy Symposium: Children and the Law in New York*, Assembly Member Roger L. Green, then chairperson of the Committee on Children and Families, introduced legislation A11498 in the New York State Assembly for the establishment of an independent Office of the Child Advocate in New York State. The Children's Studies Center provided information and the enabling legislation (that went into the formation of the Child Advocate offices of New Jersey, Connecticut and Rhode Island) to the Counsel of the Committee on Children and Families in the New York State Assembly to assist in the drafting of the bill. One of the speakers, Marcia Robinson Lowry, Esq., is quoted directly from the *Policy Symposium* in the Bill Summary for legislation A06334<sup>xxii</sup> in the New York State Assembly.

The bill was re-introduced the following legislative year of 2005 by Assembly Member Barbara M. Clark under legislation A06334. A public hearing for the bill was held in New York City on May 12, 2005. Eight of the thirteen expert speakers testifying at the hearing were either former participants in, or interested parties who had heard about the *Policy Symposium* held in March 2004.

The culminating accomplishment of the *Policy Symposium* had been the passing of legislation A06334 in the New York State Assembly on June 20, 2005, but it was almost immediately met with fierce opposition by those that it would provide accountability and transparency over, namely the organizations that were responsible for or directly involved with child administration and child welfare in New York such as the New York City Administration for Children's Services (ACS), New York State Office of Children and Families Services (OCFS), the Council of Family and Child Caring Agencies (COFCCA) representing over 110 not-for-profit agencies in the state, and others whose self-interests would be at stake.

The bill was subsequently passed in the NYS Assembly and separately in the NYS Senate for many years as those who opposed it worked vehemently to argue against and weaken the bill. Their efforts resulted in revisions to the original bill, which limited the scope of the OCA

until finally in 2010, same as bills in the NYS Assembly and Senate finally passed in both houses.<sup>xxiii</sup> The bill went before then Governor David Paterson, who, under the same pressure as the sponsors of the bill, would eventually veto it. At the same time he introduced program bill 273, which focused only on juvenile justice, in the NYS Senate. The bill failed because it could not get a cosponsor in the NYS Assembly. A detailed account follows:

### OCA Legislation in New York

#### 2004-2010 Legislative History

It is important to note that during the many years the legislation was in existence, many changes were taking place that affected its outcome. The ombudsman movement continued to move forward when in 2007 Massachusetts joined the nearby states of Connecticut, Delaware, New Jersey, and Rhode Island in the establishment of an independent Office of the Child Advocate by executive decree of then Governor of the State of Massachusetts Deval L. Patrick.

In November 2008, Barack Hussein Obama was elected the first African American president of the United States. His support of child rights and the UNCRC has been documented in an *Associated Press* article: “Obama seeks to join global Rights of the Child pact,” by John Heilprin, June 22, 2009. Many changes were also taking in place in New York State as then Governor David Paterson replaced former Governor Eliot Spitzer, and the Democrats gained the majority in the New York State Senate. Business in the New York State Senate was disrupted and ended in political turmoil in a struggle between Republican and Democratic parties, resulting in the inability to pass legislation at the end of the session.

In support of the OCA legislation, the Committee on the Rights of the Child, Forty-Eighth Session, Consideration of Reports Submitted by States Parties Under Article 12, Paragraph 1, of the Optional Protocol to the Convention on the Rights of the Child on The Sale of Children, Child Prostitution, and Child Pornography, the Concluding Observations for the United States of America state in No. 18: “While the Committee recognizes the difficulty in creating an independent agency at the federal level to monitor the implementation of the Optional Protocol, because most of the laws and services required are a state responsibility, the Committee is



concerned that there is no agency such as an Ombudsman at the federal or state level to monitor the implementation of the Optional Protocol.”

Publicity about increased child fatalities in New York City became increasingly prevalent. An article by Julie Bosnan in *The New York Times* cited a report published by the Center for New York City Affairs at the New School, in which she wrote that “more children in families said to be known to the New York City child-welfare system died in 2008 than in any of the previous twenty years. Other news of the time such as adoption fraud in New York City and ongoing issues within the juvenile justice system and foster care—to name only a few—offered further evidence that an OCA was desperately needed and underscored the need for the establishment of an independent New York State Office of the Child Advocate.

#### Arguments For and Against the OCA Legislation

Concern about the growing strength of the OCA legislation prompted OCFS to hold an OCFS Statewide Convening in May of 2008 to discuss the existing levels of oversight at that time. These systems of oversight included the Office of the Inspector General, Council on Children and Families, Department of Investigation, Press, Citizens Review Panel, Child Fatality Review Team, Commission on Quality Care and Advocacy for Individuals with Disabilities, Office of the State Comptroller, and Department of Health and Human Services.

In spite of all these multiple layers of oversight, it had been noted in the roundtable discussion following the presentation that: 1) It is not an oversight system, but a number of systems; 2) Fragmentation in systems is an issue; 3) The system has not been looked at in 20-30 years; 4) There is a problem of competing interests; and 5) There is no coordination resulting in enormous costs in terms of inefficiencies. Another argument against the OCA used by OCFS is that it is too costly, yet the OCFS budget had been climbing steadily, and at that time was approximately \$4.2 billion.

In June 2009, Children’s Studies issued a policy brief outlining the history of the OCA legislation and the obstacles to the passing of the legislation. The brief included information about the OCA offices in other states such as Connecticut, Delaware, Georgia, Massachusetts, New Jersey, Rhode Island, and Washington State. It also provided counter-arguments to the stance taken by those in opposition to the OCA legislation.

## U.S. Department of Justice Investigation\*

In August 2009, the U.S. Department of Justice (USDOJ) released a report of the findings of a two-year investigation of four secure juvenile detention facilities in New York—Lansing, Gossett, Tryon Boys, and Tryon Girls. The findings included many instances of violation of constitutional standards in the area of protection from harm and mental health care. The report detailed excessive use of force and inappropriate restraints by staff against youth resulting in numerous instances of severe physical injuries, inappropriate medication practices regarding psychotropic medications, inadequate investigations or actions to address abuses by staff against youth, and inadequate care and treatment of youth, especially those requiring mental health care or substance abuse treatment. The USDOJ required the NYS Office of Children and Family Services (OCFS) to reach a resolution addressing their concerns within forty-nine days of the report or they would authorize the Attorney General to initiate a lawsuit against them.



**Meeting of Juvenile Justice Minds Participants with Senator Velmanette Montgomery**

In response to the USDOJ Investigation, Senator Velmanette Montgomery, Chairperson, NYS Senate Committee on Children and Families organized an outreach event, “Meeting of Juvenile Justice Minds: A Roundtable Discussion” on November 18, 2009. The purpose of the meeting was to discuss facility oversight and administration, and to address the issues that were raised in the report with legislative and budget proposals as a short- and long-term plan of remedial action.

Children’s Studies was among the numerous stakeholders invited to the meeting and had been aware for many years of the growing problem of oversight and accountability in the fragmented systems of child supervision and administration. Center staff fully supported and participated in the research for the OCA legislation and had been working with legislators in both the NYS Assembly and Senate since its introduction in 2004. At the time of the roundtable discussion, Senator Velmanette Montgomery was the Senate sponsor of the OCA legislation S4790A, which was also included as an agenda item along with other legislative reform proposals.

## Amendment to the OCA Legislation: A Strategic Necessity

Whereas the previous legislation for an OCA encompassed both the child welfare and juvenile justice systems, in January 2010 Assemblywoman Barbara Clark, the main sponsor of the NYS Assembly bill since 2005, amended it to focus only on juvenile justice due to fierce and relentless opposition.

Major pushback on the bill came from ACS, OCFS, COFCCA, the Schuyler Center for Analysis and Advocacy, as well as the powerful unions such as the New York Public Welfare Association (NYPWA), which independently represents New York's fifty-eight local social services districts, and the New York State Public Employees Federation AFL-CIO (PEF), which represents 59,000 professional, scientific and technical workers of New York State.

PEF issued a memo of opposition citing that the bill would only add another layer of oversight to OCFS services, which already had an Office of the Ombudsman who reports to an Independent Review Board. They pointed out that the Council on Children and Families had oversight of the service systems of covered agencies, including OCFS and that if those controls were not performing, that the superintendent at each facility is also advised by an outside Board of Visitors appointed by the Governor with access to all operations. As a final note in the memo, PEF expressed concern that the rights and wellbeing of their employees be protected.

It is important to note that these very public, not-for-profit and private institutions whose personnel derive their livelihood from taking care of all these mostly African American, Hispanic, and Latino children and young people in foster care, detention centers and jails, opposed an independent Office of the Child Advocate, which would provide transparency, accountability, oversight and policies for systemic change for the public good in the service of children and youth.

The change in legislation also came about in response to the Department of Justice Report and to the *Report of Governor David Paterson's Task Force on Transforming Juvenile Justice*. In particular, its Recommendation 19 stipulated: "Establish and fund an *independent, external oversight body to monitor and report* on OCFS's juvenile justice policies and practices" (italics added). The level of opposition to the OCA legislation in combination with this report suggested that an OCA focused only on juvenile justice might have a better chance to succeed.

According to A03233B, the bill "establishes the independent office of child advocate to ensure the protection and promotion of legal rights for youth in juvenile justice facilities; repeals certain provisions relating to the office of the ombudsman." It passed the NYS Assembly in February 2010. Since Senator Montgomery no longer served as the cosponsor of the amended bill, Senator Kevin S. Parker cosponsored the bill as S6877 in the NYS Senate, where it passed in June 2010.

Senator Montgomery introduced another bill S6474, which proposed that the Correctional Association of New York provide independent oversight over the New York juvenile justice system. In the course of an interview on the Brian Lehrer Show on February 3, 2010 with Senator Montgomery and A.M. Clark to discuss the OCA legislation and other proposals as they related to issues brought up by the Department of Justice report. Senator Montgomery affirmed that New York needed both the OCA legislation A03233B/S6877 and S6474 to ensure that children are protected in the juvenile justice system. (Brian Lehrer Show, WNYC, 93.9 fm, am 820, "Advocating for Children," February 3, 2010.

<http://beta.wnyc.org/shows/bl/2010/feb/03/advocating-for-children/>)

### Governor Paterson Introduces Program Bill 273

In June 2010, at the very end of the legislative session and when it became clear that the OCA legislation was going to be passed in the NYS Senate as well as the Assembly, and shortly before the settlement with the USDOJ was to be signed, then Governor Paterson introduced Program Bill 273 to establish an office of the independent juvenile justice advocate. Senator Montgomery introduced this bill in the NYS Senate as S8091, but no one in the NYS Assembly would cosponsor the bill.

S6877 Parker Same as A 3233-B Clark "establishes the independent office of child advocate to ensure the protection and promotion of legal rights for youth in juvenile justice facilities; repeals certain provisions relating to the office of the ombudsman" passed the NYS Senate on June 24th, 2010 and received strong support.

Upon passage of S6877/A3233-B in the NYS Senate and Assembly, numerous letters of support were immediately sent to then Governor Paterson urging him to sign the legislation into law. The following is a partial list of individuals and organizations that sent letters of support for

S6877/A3233-B: American Civil Liberties Foundation Women's Rights Project; Chair of the Committee on Children and Families in the New York State Assembly; Child Advocates of the States of Connecticut, Massachusetts and Rhode Island, and Ombudsman, Office of the Family and Children's Ombudsman, State of Washington; Executive Director, Children's Rights; New York State Bar Association Committee on Children and the Law; Director of the Brooklyn College Children's Studies Program and Center; Executive Director, Empire State Coalition of Youth and Family Services; Executive Director and Legislative Director, New York Civil Liberties Union; Executive Director, Parents in Action; President, HEAL-NYC; and The Community Vision Council. At the same time, however, the OCA legislation continued to meet fierce opposition from the public and private agencies that it would provide oversight and accountability over.

#### Governor David Paterson Announces Settlement with USDOJ

On July 14, 2010, the lawsuit between OCFS and the USDOJ was settled. The following is an excerpt of the announcement that appeared on then Governor Paterson's website: "Governor David A. Paterson today announced that New York State has executed a Settlement Agreement with the United States Department of Justice, which will significantly improve oversight and operations at four juvenile justice facilities of the Office of Children and Family Services (OCFS). Along with implementation of recommendations of the Governor's Task Force on Transforming Juvenile Justice and the Governor's Juvenile Justice program bill, which awaits Legislative action, this Settlement Agreement will further efforts to transform the juvenile justice system. The Settlement Agreement will result in a number of remedial measures to resolve issues identified as a result of a Department of Justice investigation of the four OCFS facilities in 2008."

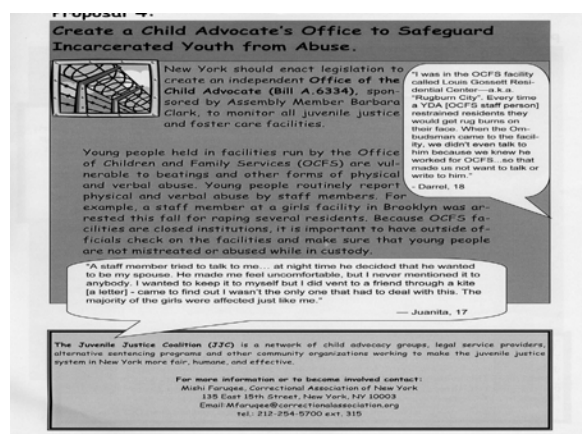
#### Governor David Paterson Vetoes S6877/A3233-B

In spite of solid support and passage of the OCA legislation by wide margins in the NYS Senate and Assembly, coupled with strong support from key stakeholders as listed above, then Governor Paterson vetoed the bill on October 1, 2010, citing budgetary, technical, and legal ramifications of the OCA legislation. In his veto message number 6819 to the New York State

Assembly, he stated that the Division of Budget estimated the costs of the new OCA office to be 6.2 million dollars in the first year and 3.2 million dollars of annual costs thereafter.

The governor was opposed to removing the statutory authority of the Office of the Ombudsman within OCFS and to place oversight in the hands of “an outside watchdog.” He further insisted that the existing Office of the Ombudsman was a “highly successful tool in ensuring the proper functioning of OCFS facilities.” Lastly, he cited a number of “technical problems” with the bill, which he said would “produce unnecessary disputes and litigation.”

In summation, his primary “point of disagreement with the sponsors relates to the cost of this bill” and he invited the legislature to “negotiate a bill that would meet all of our goals.”



**Flyer distributed by the Juvenile Justice Coalition in Support of A6334 on Advocacy Day in Albany, NY, March 29, 2005**

### Children's Studies Position and Policy Recommendation as of 2010

Since the settlement with the USDOJ and NYS and the veto of the OCA legislation, two confirmed deaths occurred in separate facilities under the oversight of OCFS—a boy named Alexis Cirino-Rodriguez, who died on October 13, 2010, after a physical incident involving intervention by a staff member of the William George Agency in Dryden, and another boy who was reported to have committed suicide on November 16, 2010 in OCFS's Highland facility.

As far as the budgetary concerns which led to the Governor's veto of the OCA, it should be noted that Governor Paterson budgeted \$18.2 million in the 2010-2011 executive budget to hire additional counselors and staff, and to provide training for employees in the juvenile justice

facilities as a part of the settlement agreement. At the same time, New York's budgetary crisis worsens and funding that supports children and families are projected to be cut, further worsening the existing systemic problems and curtailing new legislative measures to address problems in the system before they can even take effect.

Children's Studies will continue to work towards educating the public about the human rights of children as articulated in The Universal Declaration of Human Rights (1948) and the U.N. Convention on the Rights of the Child (1989) and in the case of the Independent Office of the Child Advocate Legislation, recommend Article 3 of the UNCRC, which states, "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."

We take the position that children must come first, not special interests, not political agendas, not profit, and not budget constraints. Precisely at such time of fiscal crises, systems of oversight, accountability, and transparency are needed more than ever and could save the state money. An OCA office would indeed provide needed systemic change and help unify and streamline an overly large, unmanageable and fragmented system; in so doing, it would effectively serve children and youth in New York and protect their civil, constitutional, human and legal rights.

A key realization of the work connected to the *Policy Symposium* and child advocate legislation is that so many agencies, institutions, organizations, professionals and volunteers, who are working in the best interests of our children and youth are also key players in the world of child politics, which maintains an equilibrium of mutual accommodation that fosters resistance to welcoming significant changes proposed on behalf of the best interests of children.

The Children's Studies Center policy research has shown that an independent Office of the Child Advocate has worked in many states that have experienced very similar problems to that of New York, and it can also work here if it is implemented in a responsible manner and with adequate financial support.

## Child Policy Forum of New York<sup>xxiv</sup>

The *Child Policy Forum of New York* is a grant-funded series of fora sponsored by the The City University of New York/University Affirmative Action Committee of the Diversity Projects Development Fund, The New York Community Trust/Mark Family Fund, and The Oak Foundation. Many of the events were happening alongside efforts to establish an independent Office of the Child Advocate for New York, of which the legislative history from 2004-2010 is recorded above.

### *Child Policy Forum of New York<sup>xxv</sup>*

#### *The Right of Every Child*

*April 26, 2007, Brooklyn College/CUNY*



Building upon the success of the 2004 *Policy Symposium: Children and the Law in New York*, the Children's Studies Center launched the highly successful *Child Policy Forum of New York* with the support of a CUNY Diversity Projects Development Fund grant.

The inaugural event, *The Right of Every Child*, was held on April 26, 2007 in the Woody Tanger auditorium at Brooklyn College. The forum provided a venue for bipartisan discussion of New York State child policies and then pending legislation for an independent Office of the Child Advocate for New York by the legislators who introduced the bills in the New York State Assembly and the New York State Senate, the respective chairs of the committees on children and families, and many elected officials who have voiced the need for such an office since the time of the original *Policy Symposium* in 2004. Nine elected officials participated in a panel



discussion moderated by the Hon. Judge Michael Corriero. The welcoming remarks were offered by Senior Vice Chancellor and Secretary to the Board of Trustees, Jay Hershenson.

The *Forum* occurred at a crucial moment in the preparation of legislation for an independent Office of the Child Advocate in New York State as both Assembly Member Barbara Clark and Senator Martin Golden had drafted different bill versions. The *Forum* event led to further discussions among legislators and counsel resulting in a unified bill A0304A same as S04990A that was finalized and introduced on June 7, 2007.

In a letter dated May 25, 2007, Senator Martin J. Golden wrote to CUNY Chancellor Matthew Goldstein, “Dr. Gertrud Lenzer and the Children’s Studies Program which she directs at Brooklyn College have been of immeasurable assistance in my efforts to create an Office of the Child Advocate for New York State. It would be fair to say that without the expert knowledge of Dr. Lenzer and the program staff the anticipated agreed upon bill with the Assembly would never happen. . . .I applaud CUNY for creating and nurturing such a program. I anticipate making use of their knowledge and professionalism often in the future.”

*Second Child Policy Forum of New York: The Campaign for United States Ratification of the Convention on the Rights of the Child<sup>xxvi</sup>*

*November 16, 2007, Brooklyn College/CUNY*



The Campaign for United States Ratification of the Convention on the Rights of the Child (<http://childrightscampaign.org>) held a series of nationwide meetings and events to focus on the basic protections that should be accorded to all children. In recognition of its commitment to human rights and justice for children, the Children’s Studies Center was the only New York–

based academic program invited to participate in this program, which was the second event sponsored by the *Child Policy Forum of New York*.

With widespread support and collaboration within Brooklyn College and The City University of New York, the Children's Studies Center brought together key representatives from UNICEF and the Campaign for United States Ratification of the Convention on the Rights of the Child for this event titled, *The Campaign for United States Ratification of the Convention on the Rights of the Child*, held on November 16, 2007 at Brooklyn College/CUNY. Opening remarks were made by Professor Gertrud Lenzer, founder and director of the Children's Studies Center. Presentations were made by Professor Angela Olivia Burton, CUNY School of Law: "Law in the Service of the Needs of Our Children and Youth;" Olga Tratsevitskaya and Christina McClellan, student representatives from the Brooklyn College Children First Club; Marty Scherr, a representative of the Campaign: "The United States and the CRC: Where We Are and How We Got Here;" Meg Gardinier, Director, Education and Community Partnerships, United States Fund for UNICEF: "The CRC and United States Civil Society: Challenges and Opportunities for Action;" and Dr. Victor Karunan, Chief, Adolescent Development and Participation (ADAP), Division of Policy and Practice, UNICEF Headquarters: "CRC Eighteen Years On: Global Progress and Challenges Ahead."

*Children's Studies Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the U.N. Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography(OPSC)* <sup>xxvii</sup>

*February 6, 2009, Church Center for the United Nations*



## Background: Violence Against Children (VAC) Research Initiatives

The Children's Studies Center has followed the U.N. Secretary-General's global initiative on Violence Against Children ever since early 2006 when Professor Paulo Sérgio Pinheiro, the independent expert for the United Nations Secretary-General's study on VAC presented his World Report on Violence Against Children to the U.N. General Assembly for discussion on October 11, 2006.

The Children's Studies Center for Policy, Research and Public Service has chosen Violence Against Children as a major focus within its overall human rights of children framework. The *Third Child Policy Forum of New York*, convened at the Church Center for the United Nations in February 2009, officially launched the VAC initiative of the Children's Studies Center by focusing on and naming the *Forum* event, the *Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*.

It was a special privilege that Marta Santos Pais, Esq., then director of the UNICEF Innocenti Center in Florence, Italy, was one of the keynote speakers at the *Forum*. She was later appointed on May 1, 2009, as the U.N. Special Representative of the Secretary-General on Violence Against Children.

Since 2004, the Children's Studies Center has actively pursued research on VAC through its independent Office of the Child Advocate legislation initiatives, the *Child Policy Forum of New York* series, a *National Consultation*, and other activities, but it was in 2008 that the Children's Studies Center strategically focused on the OPSC, which led to the Center being highlighted in the U.S. First Periodic Report on OPSC.

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The *Third Child Policy Forum of New York* was composed of numerous distinguished experts and speakers from the American Bar Association Center on Children and the Law, the Campaign for U.S. Ratification of the Convention on the Rights of the Child, Covenant House NineLine, the CUNY School of Law, End Child Prostitution, Pornography, and Trafficking (ECPAT-USA), Girls Education and Mentoring Services (GEMS), and the New York State Bar

Association Committee on Children and the Law, UNICEF Innocenti Research Centre and the New York State Assembly Standing Committee on Children and Families, and was held before an audience of more than 150 attendees. The meeting was funded and supported by the Oak Foundation. The main purpose of the meeting was to review the degree to which the statutes, regulations, and programs of New York State serve to protect children and adolescents from sexual exploitation. A goal of the review, with its focus on reform of the law and other mechanisms required to implement and monitor the articles of the OPSC, was to make New York become a model for other states. Since the United States was obligated to submit a second report on compliance with the OPSC to the U.N. Committee on the Rights of the Child in January 2010, officials from the U.S. Department of State who were charged with preparing the report attended the *Third Child Policy Forum* in February and welcomed the submission of a New York State NGO Report by the Children's Studies Center as an addition to the federal report.

One important goal of this consultation was realized immediately on the day of the *Forum* with the establishment of an effective OPSC "ChildRights Working Group of New York" (CRWGNY), which would ultimately issue a New York State NGO Report in 2010 to accompany the federal report of the United States. Assembly Member William A. Scarborough, chair of the Committee on Children and Families in the New York State Assembly; Kathryn Grant Madigan, Esq., immediate past president of the New York State Bar Association; and the director and staff of the Children's Studies Center formed and then were the initial leaders of the CRWGNY, which would work with New York state and federal officials.



Left to right: Marta Santos Pais, Mali Nilsson, and Gertrud Lenzer

In preparation for the OPSC NGO Report, the Children's Studies Center staff and associates prepared an inventory of all the existing New York State statutes and regulations pertaining to the OPSC. Moreover, the Center compared the existing body of legislation with the provisions

and articles of the Optional Protocol to the U.N. Convention on the Rights of the Child on The Sale of Children, Child Prostitution, and Child Pornography and identified those areas where additional legislation was needed to fully implement the OPSC in New York State. At the time of publishing the proceedings of the *Third Child Policy Forum of New York*, legislation was being drafted in Albany to close some of these gaps.

The *Third Child Policy Forum of New York* not only focused on the treaty obligations of the OPSC but also on the wider human rights framework of the U.N. Convention on the Rights of the Child (UNCRC) to which it is an Optional Protocol and which had been ratified by the United States. Even though the United States is the only country that has not yet ratified the Convention—195 countries are states parties to it—this international human rights treaty provides a major framework for the interdisciplinary field of Children’s Studies. By concentrating on and bringing attention to the Optional Protocol, Children’s Studies also hoped to strategically contribute directly to the education about, development, and support of the UNCRC.

With additional funding from the Oak Foundation, awarded immediately following and as a result of the *Forum* event, Children’s Studies was able to initiate major research with regard to child prostitution in New York State within the wider framework of Violence Against Children. The publication of the *Third Child Policy Forum of New York* resulted in major attention from the United States government. Under its human rights treaty obligations, the United States released its *First Periodic Report Concerning the Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography and U.S. Response to Recommendations in Committee Concluding Observations* of June 25, 2008. References to the Children’s Studies Center are in paragraphs 102 and 103, p. 24.<sup>xxviii</sup>

<http://www.state.gov/documents/organization/136023.pdf> The full report is available at <http://www.state.gov/g/drl/hr/treaties/index.htm>

The report cited the Brooklyn College Children’s Studies Center as an example of the “essential role of academic and nonprofit institutions” in providing oversight of children’s services and said that “the work of the Center, along with other non-governmental advocates, has been crucial in the adoption of new laws in the state of New York. One such law, The Safe Harbor for Sexually Exploited Youth Act, enacted Sept. 25, 2008, made New York the first state

in the nation to provide specialized services and safe housing for children who have been sexually exploited.”

The Optional Protocol to the U.N. Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (OPSC) State Report

The Alternative NGO Report of the Children's Studies Center for Research, Policy and Public Service on the *New York State Measures Giving Effect to the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography* was documented as part of the official treaty website on the U.N. Committee on the Rights of the Child of the Office of the United Nations High Commissioner for Human Rights.

On May 11, 2012, the Children's Studies Center submitted the Alternative Report to the U.N. Committee on the Rights of the Child in Geneva. This in turn resulted in an invitation to the Children's Studies Center to discuss the report, as one of only three U.S. nongovernmental organizations invited to attend the Pre-Sessional Working Group meeting scheduled for June 18, 2012. Gertrud Lenzer accepted the special invitation and appeared before the Committee on the Rights of the Child (CRC) in Geneva and again when the U.S. Report was officially discussed by the U.N. Committee in January 2013.

*Children's Studies Fourth Child Policy Forum of New York: The Human Rights of Children on the 55th Anniversary of Brown v. Board of Education and the 20th Anniversary of the U.N. Convention on the Rights of the Child, November 14, 2009 at the Schomburg Center for Research in Black Culture*<sup>xxix</sup>



Left to right: Gertrud Lenzer and Deputy Mayor Dennis M. Walcott

The *Fourth Child Policy Forum of New York* was cosponsored with the Schomburg Center for Research in Black Culture on the occasion of their exhibition of *Courage*—an exhibit from the Levine Museum of the New South in Charlotte, North Carolina, on October 1, 2009. The exhibit told the story of a South Carolina congregation, its pastor, and their lawsuit, the first out of five lawsuits that led to *Brown v. Board of Education* fifty-five years earlier. In 1954, *Brown* vindicated for the first time in the United States that children have substantive rights. At the same time, November 20 was also the twentieth anniversary of the adoption by the U.N. Assembly of the U.N. Convention on the Rights of the Child, a human rights treaty for children (0 - 18), which has since been ratified by 195 countries—with the exception of the United States.

The event opened with a musical prelude by the wind ensemble from P.S. 46. It was composed of students who are a part of a thirty-member band brought together through an initiative of Carnegie Hall, the Julliard School, and the Weill Institute of Music to join highly accomplished musical fellows to work with students and teachers in the New York City public school system. This was followed by opening remarks by Hon. Dennis M. Walcott, Deputy Mayor for Education and Community Development. Two distinguished keynote speakers, Owen M. Fiss, Sterling Professor of Law at Yale University, “*Brown v. Board of Education* and Its Implication for Children Today,” and Howard Davidson, JD, director, American Bar Association Center on Children and the Law, “Does the U.N. Convention on the Rights of the Child Make a Difference and What Would U.S. Participation Mean?” delivered insightful keynote addresses.

The afternoon session included a panel presentation by Hon. William A. Scarborough, chairperson of the Standing Committee on Children and Families, NYS Assembly; Hon. Barbara M. Clark, 33rd Assembly District, NYS Assembly; and Hon. Velmanette Montgomery, chair of the Committee on Children and Families, NYS Senate. Panel discussion focused on *Brown v. Board of Education*, the *U.N. Convention on the Rights of the Child*, and their implications for children and young people today, along with perspectives on major issues with a focus on children in New York City and State. The well attended *Forum* event included a question and answer segment with the audience, which generated lively discussion and provided knowledge and insights from the legislative panel.

*Children's Studies Fourth Child Policy Forum of New York: "The Human Rights of Children on the 55th Anniversary of Brown v. Board of Education and the 20th Anniversary of the U.N. Convention on the Rights of the Child" YOUTH FORUM, November 20, 2009 at the Schomburg Center for Research in Black Culture<sup>xxx</sup>*



The *Fourth Child Policy Forum of New York* was held in two parts to include a *Youth Forum* specifically geared towards youth in the middle and upper grades. Students were both program participants and a part of the participating audience. Children's Studies, in collaboration with the Schomburg Center, put together teacher reference and educational materials about the *Forum* topics and distributed them to teachers to use in their classrooms to prepare their students for their participation in the *Forum* event. Participating schools included the Brooklyn College Academy, Cypress Hills Collegiate Prep, The Facing History School, The Schomburg Center Junior Scholars, and the School for Human Rights.

Professor Gertrud Lenzer delivered opening remarks that prefaced the event with information about how the *Forum* topics presented that day had relevance in the lives of the children and young people in the audience. The keynote address was delivered by Dr. Victor Karunan, Chief, Adolescent Development and Participation Division of Policy and Practice, UNICEF–New York. Dr. Karunan showed a brief film about the work of UNICEF for young people all over the world, especially those who are the most needy, marginalized, vulnerable, and voiceless. His special focus was on children's rights to participation and many of the challenges that UNICEF has to overcome in order to integrate the right of participation into children's lives.

With participation as the focus of the *Youth Forum* event, the student participants made it clearly known that they understood this concept and came well prepared to present their demonstrations of direct participation in powerfully emotive presentations that reflected their thoughts and feelings about their rights and the rights of children all over the world. With



moderation provided by Deirdre Lynne Hollman, manager of the Schomburg Education Programs, they used artistic expressions of spoken word and other forms of performance art, and audio and visual performances, often interspersed with loud applause and excited comments from the audience. The skillful performances demonstrated what they had learned in the classroom and how it applied to their own lives, concluding in observations that were shared during the question and answer segment at the end of the program; the ensuing discussion revealed how deeply human rights issues have affected their outlook on life and the world.

The majority of the students from the participating schools were students of color who understood only too well the human rights issues within their own communities; in studying the topics presented that day, they were able to take their own perspectives and reflect outward on them to a global perspective. There were many powerful comments made after the presentations. Here is an example of one student's reflections:

*As I was sitting today listening to the speakers and watching all the students from the other schools present, it made me realize how much I personally take all the things I have for granted and how I take my parents for granted for protecting me and providing me with all the basic essentials of life. It made me want to open up myself to helping others who are less fortunate than I am and not being as selfish as I am and I know I can be. I want to reach out to my fellow students, my classmates, and let them know that there are other kids, there are other children out there who don't eat everyday, who don't eat every week, who don't have shoes, who don't have clothes, who don't have a jacket, who don't even have some kind of home to go to at night, a place to sleep even.*

*We have to try our very best to help those students and help those kids out there who don't have those things that we have and that we complain about that aren't as big or as nice as everybody else's—we have to try and give back. We have to try and make the world a better place for everybody to live in.*

*Social Justice for Children: To End Child Abuse and Violence Against Children*  
*A National Consultation, 20th Anniversary of the Founding of the Field of Children's Studies*  
*November 4, 2011, Association of the Bar of the City of New York<sup>xxxi</sup>*



The Children's Studies Center for Research, Policy and Public Service commemorated the 20th anniversary of the founding of the interdisciplinary field of Children's Studies by dedicating their *National Consultation: Social Justice for Children: To End Child Abuse and Violence Against Children* as a way to address a national epidemic of violence against the approximately 74 million children in our nation who need protection from maltreatment so that they might enjoy a childhood that would allow them to develop their potential to the fullest and free from harm. The all-day conference, held at the Association of the Bar of the City of New York on November 4, 2011 featured speakers and panelists in the fields of neuroscience and epigenetic research, the social sciences, public health, the Department of Justice, the United Nations, the Centers for Disease Control and Prevention, the National Council of Juvenile and Family Court Judges, the State Legislature, the Office of the Attorney General, public and non-for-profit child protection and advocacy agencies. They included neuroscientists, psychologists and sociologists.

In addition to the over 200 attendees and collaborating partner organizations, the following is a partial list of organizations whose representatives attended the *National Consultation* event, many of whom have signed a joint statement agreement in support of the conference goals: Advocates for Children Probation Initiative, Brooklyn Borough President's Office, Brooklyn Family Defense Fund, CASES, Center for Community Alternatives, Center for Court Innovation, Centers for Disease Control – Division of Violence Prevention, Child Protection Division of the Circuit Court of Cook County, Illinois, Children's Aid Society, Children's Rights, Inc., City Bar

Justice Center – Immigrant Women and Children’s Project, Columbia University, Council of Scientists for the Human Frontiers Science Program, Covenant House International, CUNY School of Law, Dana Foundation, Department of Health and Mental Hygiene, Doris Duke Charitable Foundation, ECPAT-USA, Federation of Protestant Welfare Agencies, Fight Crime: Invest in Kids NY, Foster Parents Advocacy Foundation Inc., Graham Windham, Harvest for Hope, Jane Barker Brooklyn Child Advocacy Center, Kings County District Attorney Office, Lawyers for Children, National Council of Juvenile and Family Court Judges, New York Center for Juvenile Justice, NYC Department of Youth and Community Development, New York County District Attorney’s Office, NYC Council, NYS Administration for Children and Family Services, NYS Office of Children and Family Services, NYS Permanent Judicial Committee on Justice for Children, NYS Health and Human Services, NYS Office of Mental Health, NYS Unified Court System, Office of Senator Kirsten E. Gillibrand, Office of the Child Advocate – Connecticut, Prevent Child Abuse New York, Rockefeller University – Laboratory of Neuroendocrinology, Skadden Law Firm, The Boy’s Club of New York, The Children’s Law Center, The Committee for Hispanic Children and Families, Inc., U.S. Department of Justice – Office of Justice Programs, UNICEF, United Nations, University of New Hampshire – Crimes Against Children Research Center and the Family Research Laboratory, and the Youth Advocacy Center (YAC).

The VAC national consultation event also served to focus on Defending Childhood, the program announced by U.S. Attorney General Eric Holder and has connected it with the robust and widely praised initiatives of the Special Representative of the U.N. Secretary-General on Violence against Children, Marta Santos Pais, Esq., to reduce and eliminate physical and psychological aggression against children worldwide, as well as to complement the work on child maltreatment at the Centers for Disease Control and Prevention.

Dr. Phelan Wyrick, co-chair of U.S. Attorney General Eric Holder’s Defending Childhood Initiative was the keynote luncheon address speaker. He spoke about the U.S. Department of Justice’s Defending Childhood Initiative, launched in 2010 to harness work across the Department of Justice to develop knowledge and raise awareness about violence against children, as well as to prevent and mitigate the effects of such violence.

Of special note was the participation of Ms. Marta Santos Pais, Esq., U.N. Special Representative of the Secretary-General on Violence Against Children as the keynote speaker who also wrote the introductory preface to the conference proceedings publication. In it, she wrote:

*The Consultation was a strategic policy forum, bringing together policy makers, experts and practitioners from across a wide variety of disciplines such as social and behavioral sciences, neuroscience, the judiciary, the legislature, public agencies, and civil society to discuss evidence and to explore opportunities to work together across institutional and disciplinary boundaries for preventing and eliminating violence against children. The meeting provided an excellent platform to hold insightful discussions on critical dimensions of violence against children, and on ways of effectively preventing its occurrence, including in the home, in schools, at work, in the justice system, in health and mental institutions, and in other settings.*

*The protection of children from violence is a fundamental human right. States have a responsibility to uphold this right for all children, everywhere and at all times. Achieving the elimination and effective prohibition of all forms of violence against children was a key recommendation of the UN Secretary-General's Study on Violence against Children and remains a crucial priority for my mandate as the Secretary-General's Special Representative.*

Other activities of the day included question and answer sessions following each presentation and separate interviews with a number of our speakers. At the conclusion of the event, Assembly Member William Scarborough presented the Children's Studies Program and Center with a citation from the New York State Assembly. The citation recognized the center's work in raising awareness of the epidemic levels of violence experienced by children in our nation and in working to address the urgent need to develop effective measures to prevent and eliminate all forms of such violence.

Participants were encouraged to sign a joint statement in support of the work presented by all twenty-four speakers and the Children's Studies Center, and to join forces to promote collaboration across multiple sectors. The statement called for the creation of a National

Commission on Children—the first since 1987—to address the challenges facing our nation’s children. It also called for the development of federal, state and local policies, legislation, and regulations to prohibit all forms of violence against children and to inform advocacy, policy making, and resource mobilization to safeguard children’s right to freedom from violence. (For joint statement, see:

[http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/pdf/Joint\\_Statement\\_FINAL\\_with\\_address.pdf](http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/pdf/Joint_Statement_FINAL_with_address.pdf) )

## **Research**

### Student Researcher Training

Research by the Children’s Studies Center has been sponsored by grants from the United States Department of Education, the National Institute of Justice, the Colgate-Palmolive Company, and the New York Community Trust/The Mark Family Fund. These grants have made possible the capacity to develop a student research training component within children’s studies in areas such as early literacy, forensic interviewing of children, and independent research. Students are able to apply what they learn in class and from what they learn through center activities with hands-on experience outside of the classroom. Here are some highlights of that research:

### Effects of Interviews on Child Abuse Case Outcomes, 2006

Children’s Studies Professor Margaret- Ellen Pipe used extensive National Institutes of Health databases in leading a team of student researchers investigating whether best-practice forensic interviews with child abuse victims influence case outcomes.

### "Applied Research Methods" Course and Students from the Benjamin Banneker Academy P.A.R.T. Program 2007



At right: Prof. Askia Egashira and Prof. Margaret-Ellen Pipe

Professor Margaret-Ellen Pipe, Children's Studies and Psychology, and Askia Egashira, Children's Studies adjunct faculty, worked collaboratively in the Applied Research in Children's Studies course with high school students from the P.A.R.T. (Participatory Action Research Team) from Benjamin Banneker Academy for Community Development, in Clinton Hill, Brooklyn. They completed a project entitled "Through the Wire: Attitudes and Responses to Metal Detectors and Scanners in New York City Public High Schools," and created a video of this project.

#### Violence Against Children Initiative — Applied Research Class Project, 2009–10

Students in the Applied Research in Children's Studies course used innovative methods to study youth-on-youth violence in spring 2010. As part of the Children's Studies Violence Against Children initiative, students planned and executed a study that addressed the high number of after-school fights that abound in Brooklyn's at-risk neighborhoods. The class studied several theories behind the causes of youth violence, focusing on an ecological perspective that explains the violence as a result of individual and environmental factors.

With this knowledge in hand, students then designed a project that explored the ways student and community attitudes contribute to a culture of after-school violence. The class conducted more than 60 semi-structured interviews with youth and adult community members from Brooklyn, using youth interviewing techniques covered in the course. With results in hand, students analyzed the data to fortify the theoretical and practical understanding of youth-on-youth violence in at-risk communities.

Such an applied and innovative course increases participants' interest, knowledge and experience working on behalf of children. At the same time, the Children's Studies students are helping to make real progress in reducing violence against children.

### Grant Funded Research

#### U.S. Department of Education Ready to Learn Partnership (RTLTP)

2005 to 2006



**Word World Prototypes**

The U.S. Department of Education Ready to Learn Partnership was established to support research studies evaluating the effectiveness of newly developed and innovative early literacy materials, media products, and platforms created for children, parents, educators, early childhood caregivers, and service providers. The research aims to increase literacy skills in children aged two to eight. A particular focus of the research is to help children from economically disadvantaged backgrounds get a strong start as they enter school and to empower them to become lifelong learners with better chances to succeed.

In October 2005, the Children's Studies Center received funding from RTLTP as co-principal investigators in a research project designed to facilitate recruitment and training of Children's Studies students in the most up-to-date methodologies for conducting scientific-based research; it also aimed to create a student-based national education infrastructure. The Children's Studies Center joined other university partners in the United States (e.g. child research centers at the University of North Carolina, the University of New Mexico, the University of Texas, and the University of Mississippi) in the evaluation part of the RTLTP grant.

As a university partner in the first year of the grant, Brooklyn College conducted a major campus-wide recruitment campaign and rigorous application process that resulted in the selection of sixteen student researchers. The students participated in professionally conducted research training sessions and completed a Collaborative Institutional Review Board (IRB) Training Initiative certificate course administered by The City University of New York for Human Subjects Research Computer Based Training. The students were then employed through the grant and assigned to conduct research with more than twenty preschool and kindergarten educators as a part of the first pilot formative study. They traveled throughout the New York City metropolitan area community to meet with educators onsite at their schools and to conduct a closing questionnaire survey regarding educational materials that were used with the children in each classroom during the previous two weeks.

Follow-up focus groups and data collected from the student researchers contributed to the development of award-winning educational materials and numerous media platforms. One example is the children's show called Word World (See <http://pbskids.org/wordworld/characters/duck.html>) launched in 2007 on PBS KIDS (<http://pbskids.org/read/about/rtl-grant.html>). It is the recipient of three Emmy Awards (<http://www.wttw.com/main.taf?p=7,4,1,1,1,58>) and is recognized by many critics and experts as a valuable learning tool for children.

#### Childhood and Adolescent Bereavement, 2009

The Children's Studies Center has been working with the New York Life Foundation to study the existing research and practice in the field of child bereavement. Though the general body of research has been growing over the past few decades, how children grieve is not fully understood and the long-term outcomes of an early loss have barely been studied. This important undertaking on the part of the Children's Studies Center sought to uncover the areas where experts lack understanding, the extent of the fragmentation of knowledge across professional and academic fields, and the gap between knowledge and practice. The New York Life Foundation, through their charitable "Nurturing the Children" initiative, intends to use the information prepared by the Children's Studies Center to educate practitioners about recent research as well



as to improve communication among bereavement organizations that provide services for children and youth.

The 271-page report issued by the Children's Studies Center (directed by Professor Gertrud Lenzer with Joseph Grochowalski as research associate), offers a complete snapshot of the world of child bereavement. The report includes detailed descriptions of fifty organizations and foundations that work with grieving children, and a complete listing of more than two hundred organizations in the U.S. More than one hundred current books are listed and described for children and teenagers to read for therapeutic purposes, for caregivers to read to help understand how children grieve, and for professional counselors and therapists. Also included in the report are analyses of scores of recent important research studies in the field that highlight our understanding of how children grieve, the long-term effects of an early loss, and the efficacy of individual therapy, group counseling, and bereavement camps.

#### Cynthia Price Cohen Memorial Library



**Dr. Cynthia Price Cohen, a drafter of the U.N. Convention on the Rights of the Child and books bequeathed to the Children's Studies Center**

Dr. Cynthia Price Cohen was an internationally recognized authority on children's rights and a drafter of the U.N. Convention on the Rights of the Child (UNCRC) from 1983 to 1989, when it was adopted by the General Assembly. She founded and became the executive director of Child Rights International Research Institute in 1992 and was an author of more than 150 essays, papers, books, and lectures on the rights of the child and the UNCRC.

An alumna of The City University of New York (CUNY), she received her B.A. degree in Political Science and Philosophy from the City College of New York (CCNY) and attended the CUNY Graduate Center as a Ph.D. candidate in Political Science. She was an adjunct lecturer in

Political Science at CCNY from 1977 to 1985, teaching courses on Constitutional Law and the Politics of Criminal and Civil Justice.

The relationship between the Children's Studies Program and Dr. Cohen lasted close to twenty years, during which time her work enlarged the understanding of children and the evolving jurisprudence of the UNCRC among people around the globe. Prior to her death on October 11, 2007, it was her wish that, in recognition of the center's commitment to the human rights of children, Children's Studies would become the recipient of her collection of books, periodicals, and papers representing her lifetime work. All of the drafting documents, research papers and correspondence in the collection will reside in the archives and special collections of the Brooklyn College Library on behalf of the Children's Studies Center for Research, Policy and Public Service. The archive is open to the campus and CUNY community as well as outside researchers, writers and students. The books, journals, and periodicals are housed in the Children's Studies Children and Youth Program office for use by Children's Studies students, researchers, and others who continue to bring this important work forward. <sup>xxxii</sup>

### Summer Youth Employment

#### Summer 2009



Summer Youth Employment high school students learning while earning

In addition to ongoing individual research projects that students undertake for independent study, grant work, or the CS21 Applied Research in Children's Studies course, the Children's Studies Center welcomed summer youth employees from nearby high schools in the summer of 2009. They were given an overview of the UNCRC, along with the background information on the Children's Studies Center and Program. Three students worked diligently to help list the numerous documents, publications, and books that we received from the Cynthia Price Cohen library. These documents will be an invaluable tool for future research by our students. Summer

youth employees also participated in a summer art project inspired by their new awareness of the UNCRC. They helped to transcribe proceedings of previous events and worked on other important research projects on behalf of the rights of all children.

### **Diversity Initiatives**

*Children are not only minors, but they constitute, in fact, a social minority in our societies. Children's Studies aims at representing children and their interests through synthesizing knowledge, research, and insights gained from different disciplines and in this manner helping to give children a voice. The work of the Brooklyn College Children's Studies Program and Center addresses these issues and works on behalf of children and youth who can neither advocate for themselves nor have a voice.*

~Gertrud Lenzer

Children of New York are of special interest and focus in our public policy and research initiatives. There are many concerns that tie in directly with diversity-related issues in the form of the overrepresentation of minority children living in poverty and the attendant problems that arise from these conditions. As a result, these children and young people are faced with challenges and difficulties across the systems of public education, health, mental health, child welfare, juvenile justice/criminal justice, and other areas of child administration and supervision.

In order to understand the central role that diversity plays in Children's Studies at Brooklyn College, one must first take a look at the information about children and students of New York City. This was elegantly stated by Dr. Benno C. Schmidt, Jr., chairman of the Board of Trustees of the City University of New York during his welcoming remarks at the Children's Studies policy symposium, Children and the Law in New York, held on March 11, 2004 where he stated earlier in this document that New York had more children than any other city in this country—over two million children with one-in-three living in poverty. In addition, he also spoke about how this relates to our CUNY students directly. Dr. Schmidt said:

*The City University of New York educates more New Yorkers than any other university. We know something about the challenges of higher education for students who come from*

*poverty: We have over 200,000 full-time students and another 200,000 students in various adult education and other programs. Over 40 percent of these students come from the households with incomes lower than \$20,000. More than half are not financially dependent on their parents. Seven percent of our undergraduates last year received welfare benefits. More than one in five students have at least one child; one in 10 of our students, at least one child under five.*

What does this mean when it comes to diversity issues, especially those of federally protected groups? If one looks at the systems of child administration, welfare and supervision, and the overwhelming evidence of a disproportional amount of overrepresentation of minority children in public education, foster care and juvenile/criminal justice, it is not hard to understand that these children today are the same adults who will face increased discrimination and disadvantages later in life. Much has been said and written about the "cradle to prison pipeline" that exists in New York City, and many of the children within these systems are predominately poor and minority.

Children are often not recognized as full human beings, or as a separate social class and generational cohort. This is precisely why Professor Gertrud Lenzer found it necessary to establish the American Sociological Section on the Sociology of Children in 1991, and to found and develop the interdisciplinary program of Children's Studies. A sample of diversity-related courses today include Children and the Law, Child Abuse and Neglect, Children in Crisis, Interdisciplinary Perspectives on Children and Disability, and interdepartmental courses of The Black Child and the Urban Education System (Department of Africana Studies) and The Puerto Rican, Latino, Caribbean Child in New York City (Department of Puerto Rican and Latino Studies).

As founders of the interdisciplinary study of children in the United States, we hold a unique position within The City University of New York. Close to eighty-five percent of our students reside in New York City and many of them, or members of their families, come from some of the same conditions of poverty, discrimination and diminished life chances as mentioned above. These same students are the children of yesterday, and the parents of the children of tomorrow of our great city. Where better than at Children's Studies and The City University of New York to learn about children in all their aspects in order to create the needed changes in our society?

In all social movements of the past, marginalized groups have had the opportunity to give voice to their frustrations of inequality, discrimination and injustices. Yet, when it comes to children, who will raise a voice for them? Children do not vote and represent themselves; therefore, they have no political power. They are mostly represented by their parents and the state. Education about and for children is inherently a diversity initiative of the first order and policies concerning their well-being and care should always be guided by the philosophy of "First Call for Children" whereby children take the highest priority in any society.

It is for this reason that a human rights perspective articulated in the Universal Declaration of Human Rights (1948) and the U.N. Convention on the Rights of the Child (1989) provides the overarching framework for Children's Studies. Whether it is by spearheading the idea of an independent Office of the Child Advocate for New York, holding a series of fora to address issues of disproportionately overrepresented children in disadvantaged systemic conditions, or looking for ways to improve children's outcomes for education and justice, Children's Studies is continually striving to break new frontiers that will lead to improved situations and outcomes for children and society. This human rights approach to children informs all our research initiatives and policy endeavors.

#### The City University of New York/University Affirmative Action Committee of the Diversity Projects Development Fund

The Children's Studies Center for Research, Policy and Public Service received five diversity grants from The City University of New York/University Affirmative Action Committee of the Diversity Projects Development Fund from 2005 to 2011. Four of the grants were to fund the highly successful *Child Policy Forum of New York* mentioned earlier in this report in the section on Public Policy and Research Initiatives.

In 2010, Children's Studies received a fifth Diversity Projects Development Fund grant to address the disparity in the ratio of males to females enrolled in the Children's Studies Program. Approximately 95 percent of the students enrolled in the program at that time were female, a figure that also translates to the workplace upon graduation. Children's Studies developed a

media campaign at Brooklyn College to specifically address misunderstandings and misconceptions that may be preventing college-aged males from considering careers working with or on behalf of children and youth. Specific media was developed to attract more male students to the program and included informational materials with male role models portrayed in the literature, portal announcements of guest seminars, and word-of-mouth campaigns that highlight career opportunities, dispel myths, and urge students to take courses and internships to further explore children and youth related careers.<sup>xxxiii</sup>

### Million Father Club

Assembly Member William A. Scarborough, chair of the Committee on Children and Families in the New York State Assembly and newly elected chair of the Million Fathers Club—a fathering initiative—invited Children's Studies to participate by serving on the steering committee and to collaborate in the kick-off event, held on March 28, 2009, at the Robert Ross Johnson Family Life Center in St. Alban, N.Y. The activities were open to all and addressed many specific issues facing disadvantaged minority fathers and their families.

The Children's Studies Program and Center supported the Million Fathers Club by collecting toys and gifts for disadvantaged fathers and their children.

### Holiday Toy Drive



**Assembly Member Scarborough with toys collected by the Children's Studies Center and the Children First Club**

Assembly Member Scarborough hosted a holiday party in conjunction with the merchants of Merrick Boulevard at LaTasha Smith's Occasions Banquet and Catering Hall located at 127-08

Merrick Boulevard in southeast Queens. The party was held on Dec. 29, 2011 from 5:30 to 7:30 p.m., for fathers and their children. The mission of the Million Fathers Club is to encourage the participation of fathers in their children's lives. Fathers and their children from a local homeless shelter were invited. All fathers with a recent unemployment check stub or an EBT Food Stamps card participated in the event. Donations of unwrapped toys were generously donated to ensure a great holiday season for underserved children.

### CUNY Black Male Initiative Conference

Professor Gertrud Lenzer was invited by Dr. Selma Botman, Executive Vice Chancellor of Academic Affairs at CUNY, to participate in planning the first major conference of the CUNY Black Male Initiative, held on April 26, 2006 at John Jay College. Lenzer arranged for the invitation of the keynote speaker for the conference, Professor John Hope Franklin, and she served as the moderator for the discussion after Professor Franklin's address.

On Oct. 5, 2007, Professor Gertrud Lenzer was invited to present at the Second Annual CUNY Black Male Initiative Conference. Her presentation was entitled: "Focus on the State of Black Education: Investing in the Next Generation of African American Students." She was also moderator and chair of the panel discussion: "Challenges Facing African American Male Students, Pre-kindergarten to High School."

## **From the Classroom to the Workplace and Community**

### Classroom Guest Lectures

Children's Studies is a unique program that affords students a world class education that incorporates a holistic approach to their educational experiences. Children's Studies students are connected to the community through numerous guest speakers who deliver lectures in their classes, or speak at Children's Studies Center forums and events. Students often make professional connections through these interactions. In conjunction with the internship program,

they are placed in child-centered professional settings where they may gain experiential knowledge and apply what they have learned to situations outside the College.

The classroom guest lectures in the Children's Studies Program are a part of a holistic approach to give students myriad ways to learn for and about children while affording them opportunities to meet and learn from professionals and leaders in the field. From 2003 to the present, Children's Studies has hosted over one hundred distinguished guest lecturers, including judges, legislators, commissioners, doctors, lawyers, educators, advocates, and leaders in the child welfare, supervision and services community. Guest lecturers inspire students, create connections for student success, and serve as role models. A partial listing of notable speakers is as follows:

## 2012

Simonia Brown, child care policy analyst, New York State Assembly

Sherry M. Cleary, Executive Director, New York City Early Childhood Professional Development Institute, Office of Academic Affairs, CUNY

Gena Diacomanolis, Senior Director, Child Advocacy Centers, Safe Horizon

Katherine Eckstein, Director of Public Policy, Children's Aid Society

Ellen Fried, Esq., adjunct professor, CUNY School of Law

Honorable Jeffrey D. Klein, New York State Senate

Honorable Cathy Nolan, New York State Assembly, Committee on Education

Terry M. Perlin, Ph.D., consultant; medical ethics visiting professor of pediatrics, Mt. Sinai School of Medicine; professor of interdisciplinary studies and research fellow (emeritus), Scripps Gerontology Center, Miami University (Ohio)



Ron Richter, Commissioner, Administration for Children's Services in New York City

Jamel Robinson, President and CEO, Jamel Robinson Child Welfare Reform Initiative

Dermot Smyth, Queens Chair, United Federation of Teachers

Gerard Wallace, President, NYS Kinship Navigator

## 2011

Harry Berberian, Director, Education Policy Planning and Practice

Pamela Brown-Laurenceau, Magner Center Career Alumni Mentor Program coordinator; pre-law adviser / adjunct faculty, Economics Department

Richard Buery, Executive Director, Children's Aid Society

Melba Butler, principal, Butler Consulting Group

Jeffrey A. Butts, Director, Research and Evaluation Center, John Jay College of Criminal Justice

Gladys Carrion, Commissioner, New York State Office of Children and Family Services

Geraldine Chapey, Regent, New York State Board of Regents

Child Welfare Organizing Project - Panel of parent organizers with former ACS involvement

Sherry M. Cleary, Executive Director, New York City Early Childhood Professional Development Institute, Office of Academic Affairs, CUNY

Cynthia Dames, Child Abuse Specialist, Cynthia Dames and Associates

Louise Moreira Daniels, consultant, Social Policy and Economic Analyses, UNICEF

Robert Deleon, Director of Family Court Programs, Center for Alternative Sentencing and Employment Services

Sam Dulberg, Esq., private practice representing children and families

Katherine Eckstein, Director of Public Policy, Children's Aid Society

Ellen Fried, Esq., adjunct professor, CUNY School of Law

Girls Educational and Mentoring Services (GEMS) - Representatives

Fatima Goldman, Executive Director, Federation of Protestant Welfare Agencies

Margo Hirsch, Executive Director, Empire State Coalition of Runaway and Homeless Youth

Mark Kleiman, Executive Director and Founder, Community Mediation Services

Carol Korn-Bursztyn, professor, School of Education, Brooklyn College and CUNY Graduate Center

Joseph McLaughlin, Director of Youth Programs, Center for Alternative Sentencing and Employment Services

Scott Mesh, Co-Director, Los Ninos

Honorable Esther Morgenstern, Judge, Supreme Court Justice, Integrated Domestic Violence Court, New York City

Jeanne B. Mullgrav, Commissioner, New York City Division of Youth and Community Development

Honorable Amy Paulin, Chair, New York State Assembly Committee on Children and Families

Honorable Diane Savino, Chair, New York State Senate Committee on Children and Families

Honorable William Scarborough, New York State Assembly

Dennis M. Walcott, Chancellor, New York City Public Schools

Sarah Wallendjack, President, Women in Children's Media

Natalie Williams, Co-Director, Garden House School

## 2010

Michael Arsham, Executive Director, Child Welfare Organizing Project, representing families involved in the foster care and juvenile justice systems

Patricia Baker, Vice President, Public Employees Federation

Laurie Bensky, Senior Policy Analyst, Children's Rights

Harry Berberian, Director, Education Policy Planning and Practice

Joyce Burrell, Deputy Commissioner, Juvenile Justice and Opportunities for Youth, New York State Office of Children and Family Services

Laurence Busching, Deputy Commissioner for Youth and Juvenile Justice, Administration for Children's Services

Sherry M. Cleary, M.S.Ed., Executive Director, New York City Early Childhood Professional Development Institute, City University of New York

Sam Dulberg, Esq., private practice representing children and families

Sharon Dunn, Ph.D., Arts Education Consultant, New York City; Honors College, CUNY

Simone Ek, Senior Adviser, United Nations, Convention on the Rights of the Child, Sweden

Ashley Fenwick-Naditch, Producer, Sesame Workshop

Girls Educational and Mentoring Services (GEMS) - Representatives

Jane Golden, M.S.W., Assistant Executive Director for Child Welfare Policy and Foster Care, Children's Aid Society, New York

Honorable Bryanne A. Hamill, judge, Kings County Family Court, New York City

Robert Hettleman, Bureau Chief, Family Violence and Child Abuse Bureau, New York County District Attorney's Office

Margo Hirsch, Executive Director, Empire State Coalition of Runaway and Homeless Youth  
Senator Velmanette Montgomery, Chair, New York State Senate Committee on Children-Families

Sylvia Hooper, Assistant Director and Co-Founder, Foster Parents Advocacy Foundation

Thomas I. Kennedy, M.A., Senior Vice President for Advocacy, Covenant House, New York and Washington, D.C.

Peter Kleinbard, Executive Director, Youth Development Institute

Wendy Lamb, Vice President and Publisher, Wendy Lamb Imprints, Random House Children's Book, together with invited author

K. Aletha Maybank, M.D., M.P.H., Assistant Commissioner, New York City Department of Health

Jim Purcell, Executive Director, Council of Family and Child Caring Agencies

Judge Edwina Richardson-Mendelson, Administrative Judge, Family Court of the State of New York

## 2009

Hon. Cheree A. Buggs, Esq., Civil Court judge

Gladys Carrión, Esq., Commissioner, New York State Office of Children & Family Services (OCFS)

Honorable Barbara M. Clark, New York State Assembly, 33rd Assembly District

John B. Mattingly, Commissioner, New York City's Administration for Children's Services (ACS)

Honorable Velmanette Montgomery, New York State Senate, District 18

C. Warren Moses, Chief Executive Officer, Children's Aid Society

Dennis M. Walcott, Deputy Mayor for Education and Community Development

## 2003 -2008

Hon. Michael A. Corriero, Judge of the New York State Court of Claims, who sits by designation in the New York City Supreme Court and is presiding Judge of Manhattan's Youth Part

Julie Farber, Director of Policy at Children's Rights

Hon. Bryanne Hamill, Brooklyn Family Court; Dr. Victor Karunan, Chief, Adolescent Development and Participation (ADAP), Division of Policy and Practice, UNICEF Headquarters

Hon. Esther Morgenstern, Justice of the Integrated Domestic Violence Court

James E. Sailer, Director of Corporate Affairs at the Population Council

Honorable Helene E. Weinstein, New York State Assembly

## Career Exploration Internships

The career exploration internship course is designed to help students explore career choices related to children and youth, identify occupational and professional educational and training facilities, and realize their career goals. Students learn about careers in child- and youth-related fields and organizations in professional settings, including children's media, the court system, advocacy centers, child welfare, family services, public health organizations, NGOs, legislative offices, and more. Unlike other internships, Children's Studies exposes students to new possibilities for specific career paths that are grounded in its interdisciplinary and human rights approach to holistically educating about and for children. The knowledge gained has helped students to see their work with children and youth in a new light and encourages students directly to choose professions and occupations that are related to children, their world, and their problems. Students often speak of the life-changing influence that the Children's Studies Program has had on their career choices and in their personal lives.

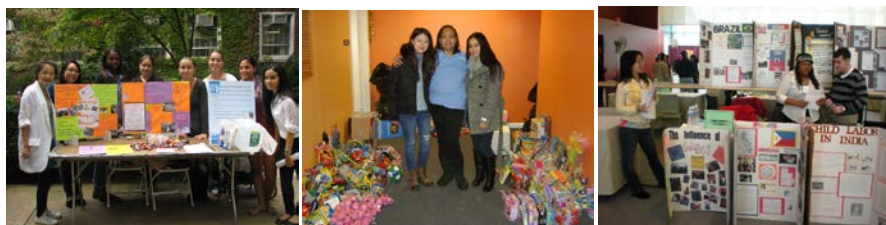
In addition to placement in political offices, judge's chambers, numerous community organizations serving children, schools, and more, some notable internship sites include, but are not limited to the Administration for Children's Services, Brooklyn District Attorney's office, Children's Museum, Children's Law Center, Big Brothers/Big Sisters, Los Ninos, Maimonides Hospital – Pediatric Unit, Make a Wish Foundation of New York, Office of the Public Advocate for the City of New York, New York City Youth and Community Development, Safe Horizons, YAI, and UNICEF.

### New Horizons Proposal History

For the historical record, it should be noted that in 1998, Professor Lenzer proposed a New Horizons Comprehensive Career Exploration, Student Development and Career Education Initiative to develop innovative career exploration and education programs for students in CUNY. She met with then Acting Chancellor Christoph M. Kimmich, Executive Vice Chancellor Mirrer and Carnegie Corporation of New York President Vartan Gregorian to discuss the six-page comprehensive plan. She later shared the idea and proposal with other faculty members and although she did not receive funding to implement the plan, a well-funded career services center was established at Brooklyn College by a generous donor in another area of the college.

The Internship in Applied Children's Studies, established in Spring 2005 was based on the New Horizon proposal.

### Children First Club (CFC)



Children First Club members in their various activities working on behalf of children and youth

Children's studies students, inspired by their classroom and co-curricular children's studies activities, formed the Children First Club in the spring semester 2000, with a major revitalization

of the club in 2006. Club members have the opportunity to apply the information that they learn in the Children's Studies courses to discussions at club meetings. They bring in and learn from CFC guest speakers and professionals who work with children and youth, help raise awareness of current issues involving children and youth through different club activities, and are encouraged to make a positive contribution in their community by volunteering in organizations serving children and youth.

The Children First Club serves children and youth by generating awareness through research, volunteer work, seminars and internships. The CFC provides a forum for discussion on important past, present and future issues concerning children and youth. Members also serve as liaisons for fellow students to access the resources of the Children's Studies Center, which contains a collection of useful print and electronic research materials.

The CFC provides students with the personal fulfillment and pride that comes along with making a real difference. Through club events and activities, members are exposed to potential careers, may seek counsel from professionals, and gain valuable leadership skills that will let them fulfill their goals of improving the lives of children and youth. The club has its own blog, Facebook page and newsletter.

The CFC members have worked on projects including a fundraising fashion show to raise money for homeless youth in New York and disadvantaged girls and women in Africa; a toy drive at Brooklyn College for the Million Fathers Club Annual Christmas Party and Toy Give-Away; a Dance-a-Thon and bake sale to raise money for Les Petits Okapis International, an organization that raises money for street children in the Congo; representation and participation in Brooklyn College campus events; and most recently, a petition calling on President Barack Obama to send the U.N. Convention on the Rights of the Child (CRC) to the U.S. Senate for ratification.

### **Some of our Student Success Stories**

Many of our Children's Studies students have gone on to successful careers, not only in the fields of education, health and social service professions, but also in myriad other professions



related to children and youth in today's world. This innovative way of thinking about children and youth is reflected in the Children's Studies course offerings, which help prepare students for a range of ways to think about working with and for the benefit of children wherever they may be found.



**Left to right: Josephine Diane Maione and Gertrud Lenzer**

An example is one of the Children's Studies CUNY BA graduate students, Josephine Diane Maione, who became a teacher in a private denominational school in Brooklyn in charge of a one-year honors class (KEY=Knowledge Empowers You). She chose as the focus topic for the class, the United Nations Convention on the Right of the Child (adopted by the UN Assembly on November 20, 1989 and now signed and ratified by nearly all nations except the U.S.). At the end of the 2005 academic year, it so happened that through the hard work of the Children's Studies Center, legislation came to be drafted for an independent Office of the Child Advocate in New York State. Maione's students collected close to 1400 signatures, which they forwarded to their legislative representatives in a petition to support the legislation.

### Judge Bryanne A. Hamill Outstanding Senior Award



**Left to right: Joseph Grochowalski, Hon. Bryanne A. Hamill, Prof. Gertrud Lenzer**

In 2010, the Children's Studies Center received a donation of \$2,000 from Hon. Bryanne A. Hamill in support of the work of the center. The funds have been used to create the Judge

Bryanne A. Hamill Outstanding Senior Award to recognize some of Children's Studies most promising students. Twenty-one students received the award from 2010 to 2014. Here are some of the bios of these outstanding students:

2011: Naomi Dambreville, Outstanding Senior Award recipient received a Bachelor of Arts in Psychology and a Bachelor of Arts in Children's Studies from Brooklyn College. Her post-college plan is to earn a Masters in Psychology and a Ph.D. in Clinical Child Psychology so she can work with children, listen to their innermost thoughts and issues, and through research and professional experience, including the use of literature to introduce mental health and psychological topics to adolescents as a therapeutic technique, help children and youth overcome their negative circumstances, achieve stability, and become resilient adults.

2012: Ms. Perla Tapia, born and raised in the Dominican Republic, came to the United States at the age of eighteen. Tapia was always interested in a career related to health and education. After graduating from LaGuardia Community College she learned about the field of Speech Language Pathology and came to Brooklyn College to pursue her degree. She believed that this area of study would integrate both professional goals and she was particularly interested in pursuing a career where she could help people with speech or language issues that included fluency problems due to cognitive, developmental or physical trauma.

While at Brooklyn College Tapia developed a great interest in children and wanted to gain a better understanding of children and youth, from infancy to adulthood within various contexts and from different perspectives. She then she decided to pursue a second major in Children and Youth Studies.

Tapia has made the Dean's list for several consecutive semesters receiving recognition at the Dean's Pinning Ceremony. She was also recognized by the Golden Key International Honor Society and invited to be a member in Spring 2011. She began attending Long Island University in 2012. She specifically chose this program because it offers a bilingual extension. Her goal is to become a bilingual speech language pathologist and work with the Spanish speaking population with speech and language delays. While attending LIU she worked as an assistant teacher at the Bushwick United Headstart program with children with disabilities.

2013: Jen-I Costosa, a Children and Youth Studies major and African American Studies minor, enrolled in Brooklyn College while employed as a family worker at Catholic Charities Head Start, a program for low-income children and their families. It was this experience that inspired her to major in Children and Youth Studies. She has been on the Dean's list at Brooklyn College since Fall 2009.

During Winter Session 2013, Costosa had the opportunity to study abroad in an intensive community research and development project in Antigua and Barbuda with Dr. Perdikaris from the Anthropology Department and Professor Hejtmanek, Children and Youth Studies Program and Anthropology. She was awarded the Furman Scholarship for Research/Study Abroad and the Study Abroad Scholarship Association travel grant to help her finance her study abroad.

Costosa has applied to the Activist/Applied Anthropology Ph.D. programs at University of Texas at Austin, Emory University, Washington University and Johns Hopkins University to pursue her interest in the study of poverty.

2014: Kelly Garcia graduated from Brooklyn College with a major in Speech Pathology/Audiology and Children and Youth Studies with an overall GPA of 3.7 and a 3.9 GPA in the Children and Youth Studies major. She was a member of the Chi Alpha Epsilon National Honor Society and made Dean's list every semester. Garcia received the UFT Albert Shankar Scholarship, the Dorothy Day Lawson Scholarship and the STOCS Scholarship for study abroad in China during winter session, which she says was "an amazing and life changing experience."

Garcia interned at Los Ninos, an early intervention organization where she assisted a speech pathologist with a bilingual group of toddlers. She also did an internship as a program assistant at The Fund for Public Schools where she assisted in a family reading program. The program is currently in 53 public schools and fosters reading and improving literary skills. In addition, she volunteered as a Peer Mentor at Brooklyn College, where she mentored freshmen, transitioning from high school to college.

She aspires to become a speech pathologist for children and has secured a position working as a teaching assistant at the Clarke School for Hearing and Speech. Ultimately, her goal is to start a non-profit organization abroad that will diagnose and treat poor and underserved children with severe speech and language disorders.

2014: Jessica Verkhovsky graduated Magna Cum Laude from Brooklyn College with a major in Speech Language Pathology and in Children & Youth Studies. She was on the Dean's List for every semester since 2010.

She was vice president of the Children First Club and a member of the Speech and Hearing Society of Brooklyn College. She is also a member of the New York State Speech-Language-Hearing association (NYSSLHA).

Verkhovsky obtained an internship at the Strivright Auditory Oral school of NY through the Children's Studies internship course. She will be pursuing a Doctor of Audiology Degree at the Long Island Audiology Consortium and plans to work with the pediatric population, improving the lives of hearing-impaired children.

## **Children's Studies Across the Nation and Around the World**

### **Programs in Other Colleges and Universities**

The following list of colleges and universities with programs related to children and youth studies, while revealing the growth of such programs since the first one was founded at Brooklyn College, is not a complete listing as the field is constantly evolving.

#### Child and Family Studies and Youth Studies

- University of Alabama, Alabama — B.S and M.A. in human development and family studies; M.A. in parent and family education with concentrations in early childhood development, child life, family studies, and adolescent and youth development
- Berea College, Kentucky — B.A. in child and family studies; concentrations in child development, nutrition, early childhood education, and family and consumer sciences
- Brock University, Ontario, Canada — B.A. and M.A. in child and youth studies
- Bucknell University, Pennsylvania — minor in children's studies
- Carleton University, Ottawa, Canada — B.A. and B.A. with honors in child studies
- Case Western Reserve University, Ohio — minor in children's studies
- Central Michigan University, Michigan — B.A. in child development: general and early childhood; B.A. in family studies; minor in youth studies; M.S. in human development and family studies
- Concordia University, Quebec, Canada — B.A., M.A. in child studies
- Eastern Washington University, Washington — B.A. in interdisciplinary children's studies and concentrations in research, program development and early childhood
- Fairleigh Dickinson University, New Jersey — minor in children's studies

- George Mason University, Virginia — minor in childhood studies
- University of Huddersfield, West Yorkshire, UK - B.A. (Honours) in childhood studies
- Illinois State University, Illinois - minor in children's studies
- International Institute of Social Studies, Rotterdam, the Netherlands — M.A. in developmental studies with specialization in children and youth studies
- King's College London, UK — M.A. in child studies; M.A. in international child studies
- Lesley College, Lesley University, Massachusetts — B.A. in child studies with concentrations in youth studies, early intervention, and teaching infants and toddlers
- Louisiana Tech University, Louisiana — B.S. in family and child studies with concentrations in applied child development, child life and family science; M.S. in family and consumer sciences with concentrations in early childhood administration, early childhood education, family and consumer sciences education, and family and child development
- Massachusetts College of Liberal Arts, Massachusetts — B.A. in Sociology with a minor in child and family studies
- Mills College, California — B.A. and minor in child development with focus on child life in hospitals and in the community
- University of Minnesota, Minnesota — B.S. and minor in youth studies
- Missouri Western State University, Missouri — minor in childhood studies
- Montclair State University, New Jersey — B.A. in family and child studies with concentrations in families, children and school settings, family services, and gerontology; minor in family and child studies
- Mount Royal University, Alberta, Canada — B.A.A. in applied child studies

- Northern Illinois University, Illinois — B.S. and minor in family and child studies with concentrations in family and individual development, family social services and child development; M.S. in applied family and child studies
- Plymouth State University, New Hampshire — B.S. in childhood studies
- Portland State University, Oregon — B.A. in child and family studies with specializations in human development, families in society, youth worker, administration of programs, early childhood education, early intervention/early childhood special education, special education for school-aged children, elementary education, family life educator, child welfare/human services and international worker
- Rutgers University, New Jersey — B.A., minor, M.A. and Ph.D. in childhood studies
- University of Saint Joseph, Connecticut — B.A. and minor in child study; B.A. in family studies; undergraduate certificate in juvenile justice/human rights
- Saint Vincent College, Pennsylvania — minor in children's studies
- San Francisco State University, California — B.A. in child and adolescent development with concentrations in early childhood, school-age child and family, youth work and out of school time, and policy, advocacy, and systems
- San Jose State University, California — B.A. and minor in child and adolescent development; B.A. in child and adolescent development, preparation for teaching; minor in atypical child studies; M.A. in child and adolescent development
- Southern Cross University, Online-Australia — M.A. in childhood and youth studies
- St. Bonaventure University, New York — B.A. in childhood studies
- Syracuse University, New York — Minor, B.S., M.A., M.S. and Ph.D. in Child and Family Studies (B.S. offers tracks in early child development, child life specialist, youth and family development, and early childhood education)

- University of Tennessee, Tennessee — Minor, B.A., and Ph.D. in child and family studies (B.A. has a concentration in community outreach or early childhood education; M.S. has a general concentration or teacher licensure)
- Texas State University, Texas — B.S. in family and child development; M.S. in family and child studies with a track in child life specialization
- University of Greenwich, London, UK - B.A. childhood studies
- Utica College, New York — B.S. in psychology-child life with concentrations in child life specialist and child studies
- Peabody College, Vanderbilt University, Tennessee — B.S. in child studies, child development and cognitive studies; M.Ed. in child studies; five-year child development/nursing program
- Walden University, Online — B.S. in child development; M.S. in early childhood public policy and advocacy; graduate certificate in early childhood public policy and advocacy
- Washington University in St. Louis, Missouri — minor in children's studies
- York University, Ontario, Canada — minor and B.A. in children's studies

## Law

- Moritz School of Law, The Ohio State University, Ohio — J.D. with certification in children's studies

## Psychology / Sociology (Social and Behavioral Sciences)

- Albright College, Pennsylvania — B.A in Sociology with a concentration in family studies or interdisciplinary concentration in child and family studies



- Antioch University Los Angeles, California — M.A. in clinical psychology with specialization in child studies

### Education

- Concordia University, Quebec, Canada — Ph.D. in Education offers specialization in applied linguistics, child studies, educational studies, and educational technology
- University of Melbourne, Melbourne, Australia - M.A., DEd., and PhD. in Education with a focus on education policy (international), educational research, global studies, or student wellbeing

### Literature / English

- Christopher Newport University, Virginia — B.A. in English with a minor and certificate program in childhood studies
- Illinois State University, Illinois — B.A., M.A. and Ph.D. in English with emphasis in children's literature
- University of Florida, Florida — B.A., M.A. and Ph.D. in English with track in children's literature

### Health

- University of Maryland, Maryland — B.S. in family science; Ph.D. in family science and maternal and child health

## Children's Studies Timeline<sup>xxxiv</sup>

**1991** Dr. Gertrud Lenzer founded the American Sociological Association Section of the Sociology of Children.

**1991** Together with other Brooklyn College faculty, Professor Gertrud Lenzer founded the interdisciplinary field of Children's Studies.

**1994** A fifteen-credit minor in Children's Studies was established for all liberal arts majors at Brooklyn College.

**1997** Brooklyn College Children's Studies Center was established by the CUNY Board of Trustees.

**2001** A thirty-credit interdisciplinary Children's Studies Concentration for majors in early childhood education teacher and childhood education teacher programs was introduced in cooperation with the Brooklyn College School of Education. Children's Studies is also available to students in the CUNY Baccalaureate program as a major or minor.

**2004** The Carnegie Corporation funded *Policy Symposium: Children and the Law in New York* led to the introduction of legislation for an independent Office of the Child Advocate for New York State.

**2004** A CUNY cluster line is awarded in Child Welfare Policy Research and Analysis to Children's Studies by then Executive Vice Chancellor and University Provost of The City University of New York Dr. Louise Mirrer.

**2005** Student researchers were recruited and trained to conduct preliminary research studies on a U.S. Department of Education Ready to Learn Partnership grant to evaluate the effectiveness of newly developed and innovative early literacy materials, media products, and platforms created for children, parents, educators, early childhood caregivers, and service providers. For information about the resulting PBS television show Word World and related educational materials visit <http://wordworld.com/>

**2006** Children's Studies received a Higher Education Assistant line for a Children's Studies Program Coordinator from Executive Vice Chancellor and University Provost of The City

University of New York Dr. Selma Botman. The line was awarded to help further expand the program.

**2007** A CUNY Diversity Grant funded the inaugural *Child Policy Forum of New York*, “The Right of Every Child,” held on April 26, 2007. This was followed by the *Second Child Policy Forum of New York*, “The Campaign for United States Ratification of the Convention on the Rights of the Child,” held on November 16, 2007.

**2008** Children's Studies is commissioned to conduct research in childhood and adolescent bereavement for the New York Life Foundation.

**2008** Publication of *New Horizons, The Future of Children, Youth and the Public Good*, No. 1, June 2008

**2008** In recognition of its commitment to the human rights of children, Children’s Studies is the recipient of the life work of the late Dr. Cynthia Price Cohen, founder and executive director of Child Rights International Research Institute. Dr. Cohen participated in the drafting of the United Nations Convention on the Rights of the Child (UNCRC) from 1983 until it was adopted by the General Assembly in 1989.

**2009** The Bachelor of Arts degree in Children's Studies is approved by the CUNY Board of Trustees with the understanding that the Children’s Studies Program was to be given new professorial lines and other resources by Brooklyn College.

**2009** Publication of *New Horizons, The Future of Children, Youth and the Public Good*, No. II, August 2009

**2010** Publication of *New Horizons No. III* August, 2010

**2010** U.S. Treaty Report highlights the "essential role" of the Children’s Studies Center.

**2010** Children's Studies is honored at the Brooklyn College Annual Book Party event for the publication, *Child Policy Forum of New York, Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*. Gertrud Lenzer, Loretta Chin and Joseph Grochowalski are among the honorees.

**2010** After only one year since the approval of the Children's Studies' major, the first class of Children's Studies students graduated with a Bachelor of Arts degree in Children's Studies. Children's Studies and the Children First Club held a very special commencement celebration for the first nine Children's Studies major graduates. Approximately 87 Children's Studies students in total graduated with the Children's Studies Major, Concentration or Minor.

**2010** Gertrud Lenzer, Elise Goldberg and Loretta Chin attended the 10th Anniversary Commemoration of the Optional Protocols to the Convention on the Rights of the Child and Launch of Universal Ratification Campaigns at UNICEF House, New York. Lenzer addressed the audience regarding the role of academia in contributing to the ratification and implementation of the Optional Protocols. She also presented a citation of commendation from Assembly Member William Scarborough, Chair of the Committee on Children and Families, in the New York State Assembly to Professor Yahghee Lee, chair of the Committee on the Rights of the Child. Children's Studies distributed 100 copies of their publication *Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*.

**2010** The Children's Studies Center for Research, Policy and Public Service is awarded its fifth CUNY Diversity Grant to create multi-pronged efforts to address the shortage of male students in the program, which at that time consisted of 95 percent female students; a disparity also reflected in professionals working with and for children and youth.

**2010** Children's Studies receives a shared "Political Economy of Children" full-time professorial line with the Department of Economics.

**2011** The Children's Studies Program is renamed the "Children and Youth Studies Program."

**2011** Children and Youth Studies Program Minor is launched in Pre-Professional Explorations: Focus on Children in Social Services and the Law for all Liberal Arts Majors

**2012** The Children's Studies Center was invited to present an *Alternative Report on New York State Measures Giving Effect to the Optional Protocol* at the Pre-Sessional meeting of the U.N. Committee on the Rights of the Child on June 18, 2012 in Geneva.

The Children's Studies Center provided an examination and inventory of New York State legislation and regulations with regard to the Optional Protocol in order to determine the extent to which they already serve to implement the Protocol and to identify lacunae for future legislative and administrative initiatives and actions. The Alternative Report also served as a supplementary report to the *Periodic Report of the United States of America and U.S. Response to Recommendations in Committee Concluding Observations of June 25, 2008*, January 22, 2010. Professor Gertrud Lenzer, founding director of the center, delivered a statement focusing on seven concerns and recommendations regarding the Periodic Report.

**2013** Professor Gertrud Lenzer represented the Children's Studies Center for Research, Policy and Public Service, at the presentation of the U.S. government delegation before the U.N. Committee on the Rights of the Child on Jan. 16 in Geneva. The delegation discussed the 2010 U.S. Reports to the Committee on U.S. Implementation of the two Optional Protocols to the Convention on the Rights of the Child—one on the involvement of children in armed conflict, and the other on the sale of children, child prostitution and child pornography. Lenzer participated in the NGO consultation with the U.S. delegation in Geneva, Switzerland.

**2013** Prof. Lenzer was appointed to the 16-member New York State Advisory Committee (SAC) of the U.S. Commission on Civil Rights for a two year period starting on July 11, 2013. She was then elected Vice Chair of the Committee, which assists in investigating and facilitating the transmission of reports, suggestions and recommendations from public and private organizations, and public officials to the U.S. Commission on Civil Rights for action.

**2013** As it turned out and despite its extraordinary growth, no new professorial lines were awarded by the College to the Program, and under a new dean even the adjunct budget was cut drastically, which no longer enabled the Children and Youth Studies Program to offer sufficient numbers of Children and Youth Studies courses for all of its students. Since Professor Lenzer took the firm position that the College did not fulfill its academic obligations to the many hundreds of Children's Studies majors and students, she was relieved by the Provost of her duties as founding director of the Children and Youth Studies Program in June of 2013.

**2014** Prof. Gertrud Lenzer was a featured honoree on the front page and inside of the March/April 2014 issue of Education Update, "Women Shaping History 2014."

**2014** As of 2014-15, there are four full-time faculty in the Children and Youth Studies program. They are all “housed” in other departments; they share their workloads in their home department and in the Children and Youth Studies Program.

**2015** Prof. Gertrud Lenzer retires as Founding Director of the Children’s Studies Center for Research, Policy and Public Service

## **Publications<sup>xxxv</sup>**

### Faculty Publications

#### Articles

- Gertrud Lenzer, “Children’s Rights: A Human Rights Imperative and Its Challenges,” in *The Lion and the Unicorn*, Forthcoming publication, 2015.
- Gertrud Lenzer, “The Sociology of Children,” in *The Cambridge Handbook of Sociology*. Forthcoming publication, 2015
- Gertrud Lenzer, “Violence Against Children” in *The Routledge International Handbook of Children’s Rights Studies*. New York: Routledge, 2015.
- Gertrud Lenzer, "The Vicissitudes of Children's Rights." Review article. *The International Journal on Children's Rights* 23.1, Winter. (Books and Publications: Peer Reviewed Article) 2015
- Gertrud Lenzer, "Under the Sign of Humanity. Alfred von Martin, 1882 - 1979," *Introduction to Alfred von Martin, Sociology of the Renaissance*. New Brunswick: Transaction Publishers. Expected in fall. (Books and Publications: Forthcoming Publications) 2015
- Gertrud Lenzer, "Whither Sociology? Some Reflections on the Ideas of ‘Globalization’ and ‘Social Capital.’" *International Review of Sociology* 17.3, November 2007
- Gertrud Lenzer, "The Future of Children: The Great Enigma." *SOSkinderdorforum*, June 2003

- Gertrud Lenzer, "Children's Studies and the Human Rights of Children: Toward a Unified Approach." *Children as Equals: Exploring the Rights of the Child*. Eds. Kathleen Alaimo and Brian Klug. Lanham, Md.: University Press of America, 2002
- Gertrud Lenzer, "Children's Studies: Beginnings and Purposes." *The Lion and The Unicorn* 25, 2001
- Gertrud Lenzer, "The Human Rights Agenda and the Rights of Children: Towards a Unified Approach." *Whittier Law Review* 21, 1999
- Gertrud Lenzer, "The Importance of Children's Rights Programs in Academic Institutions." *Loyola Poverty Law Journal* 4, 1998. School of Law, Loyola University, New Orleans
- Gertrud Lenzer, "Children's Studies and the Arts and Sciences: Recent Trends." *Understanding Children's Rights. Collected Papers Presented at University of Ghent* (Belgium), July 1996. Ed. Eugeen Verhellen. Pages 169–73.
- Margaret L. King, "Concepts of Childhood: What We Know and Where We Might Go." *Renaissance Society of America*, 2007

### Books

- Gertrud Lenzer, *Social Justice for Children: To End Child Abuse and Violence Against Children*; New York: Children's Studies Center for Research, Policy and Public Service, 2011
- Gertrud Lenzer, *Proceedings of the Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*; New York: Children's Studies Center for Research, Policy and Public Service, 2009
- Gertrud Lenzer, *Children and the Law in New York: A Policy Symposium* (proceedings); New York: Children's Studies Center, 2004
- Roni Natov, *The Poetics of Childhood*. New York: Routledge, 2003

### Reports

- *Childhood and Adolescent Bereavement*, Children's Studies Center, March 2009
- *Alternative Report on New York State Measures Giving Effect to the Optional Protocol*, Children's Studies Center for Research, Policy and Public Service, May 11, 2012
- *Do Best Practice Interviews with Child Abuse Victims Influence Case Outcomes?* National Criminal Justice Reference Service

### The Children's Studies Center for Research, Policy and Public Service Publications

- *Social Justice for Children: To End Child Abuse and Violence Against Children*, Children's Studies Center for Research, Policy and Public Service, Nov. 4, 2011
- *Fourth Child Policy Forum of New York: Youth Forum*
- *Fourth Child Policy Forum of New York*
- *Proceedings of the Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*, 2009
- *New Horizons* — August 2010
- *New Horizons* — August 2009
- *New Horizons* — June 2008
- *Children and the Law in New York: A Policy Symposium* (proceedings); New York: Children's Studies Center, 2004

### Brooklyn College Magazine

- Children's Studies Program Becomes a Major
- Children and the Law
- Mel Pipe: In the Service of Children
- U.S. State Department Report Highlights "Essential" Role of Brooklyn College Children's Studies Center



## **Funders**

The Campaign for U.S. Ratification of the Convention on the Rights of the Child  
Carnegie Corporation of New York  
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The City University of New York, University Affirmative Action Committee of the Diversity  
Projects Development Fund  
The City University of New York, Office of Academic Affairs  
Colgate-Palmolive Company  
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## Endnotes

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- <sup>i</sup> Lenzer, Gertrud, 1996. "Understanding Children's Rights: Collected papers presented at the first International Interdisciplinary Course on Children's Rights". July. p. 171
- <sup>ii</sup> Prof. Lenzer met with U.S. Supreme Court Justice Harry A. Blackmun in the summer of 1991 in Aspen and asked about the advisability of naming the new Sociology Section, "Sociology of Children." She was concerned whether this concept "children" in fact covered all babies, toddlers, adolescents and young people until they came of age and he assured her that this was the correct terminology for the new field. She later carried this over to "Children's Studies," when she explored its founding in fall 1991.
- <sup>iii</sup> Lenzer, Gertrud. 1991. "Is There Sufficient Interest to Establish a Sociology of Children?" *Footnotes*. (19)6 p. 8
- <sup>iv</sup> Lenzer, Gertrud. 2001. "Children's Studies: Beginnings and Purposes" *The Lion and The Unicorn*. p. 183
- <sup>v</sup> Rothstein, Edward. 1998. "How Childhood Has Changed! (Adults, Too)". *The New York Times*. February 14. p. B7.
- <sup>vi</sup> Lenzer advised a colleague in the political science department about how to set up a program at San Francisco State University. It then instituted an interdisciplinary minor in developmental psychology along lines that she laid out for them. York University in Toronto, Canada referred to and modeled their Children's Studies Program after the Brooklyn College Children's Studies Program in their application. See: <http://www.yorku.ca/laps/huma/chst/> In addition, Eastern Washington University credits Brooklyn College for the concept on their website at <http://www.ewu.edu/csbssw/programs/childrens-studies/concept>.
- <sup>vii</sup> Rothstein, Edward. 1998. "How Childhood Has Changed! (Adults, Too)". *The New York Times*. February 14. p. B7, B9.
- <sup>viii</sup> Hadnot, Ira J. 1998. "Lenzer Champions Growing Field of Children's Studies". *The Dallas Morning News*. June 21. Sec J p. 1
- <sup>ix</sup> Lenzer, Gertrud. 1996. "Understanding Children's Rights: Collected papers presented at the first International Interdisciplinary Course on Children's Rights". July. p. 169
- <sup>x</sup> The Human Rights of Children website link:  
<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/rights.php>
- <sup>xi</sup> Lenzer, Gertrud. 1991. "Is There Sufficient Interest to Establish a Sociology of Children?" *Footnotes*. (19)6 p. 8
- <sup>xii</sup> Lenzer, Gertrud. 2001. "Children's Studies: Beginnings and Purposes" *The Lion and The Unicorn*. p. 182
- <sup>xiii</sup> Brooklyn College Children and Youth Studies Program website:  
<http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/interdisciplinary/undergraduate/childrens.php>
- <sup>xiv</sup> New York Amsterdam News, March 16, 1996
- <sup>xv</sup> It was not until 2009 that Children's Studies was available as a major at Brooklyn College, but it was available as a 30-credit area of concentration to students in the CUNY Baccalaureate for Unique and Interdisciplinary Studies Program, a university-wide, individualized degree program that allowed students to define their own course of study from 2001 on.
- <sup>xvi</sup> See Appendix I for the listing of courses offered for each academic year for which records exist.
- <sup>xvii</sup> Program requirements as of Spring and Fall 2015, subject to change.
- <sup>xviii</sup> Brooklyn College Children's Studies Center for Research, Policy and Public Service website:  
<http://www.brooklyn.cuny.edu/web/academics/centers/children.php>
- <sup>xix</sup> Excerpt from the proposal for the establishment of the Children's Studies Center of April 22, 1996.
- <sup>xx</sup> Public Policy and Research Initiatives of the Children's Studies Center website:  
<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives.php>
- <sup>xxi</sup> Policy Symposium, "Children and the Law in New York" website:  
<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/symposium.php> See Appendix IV
- <sup>xxii</sup> Marcia Robinson Lowry's presentation "Benevolent Complicity, The Myth of Protecting Children's Best Interests" excerpt begins on page 4 of the bill summary for A06334 at  
[http://www.brooklyn.cuny.edu/web/Schildren\\_s13112112540\\_\(2\).pdf](http://www.brooklyn.cuny.edu/web/Schildren_s13112112540_(2).pdf)
- <sup>xxiii</sup> A complete legislative history of legislation for an independent office of the child advocate for New York can be found at <http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/symposium/legislation.php>
- <sup>xxiv</sup> The Child Policy Forum of New York series of fora are available at  
<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/forum.php>
- <sup>xxv</sup> Inaugural Child Policy Forum of New York website:  
<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/forum/forum1.php>

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<sup>xxvi</sup> Second Child Policy Forum of New York website:

<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/forum/forum2.php>

<sup>xxvii</sup> Third Child Policy Forum of New York website:

<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/forum/forum3.php> See Appendix V

<sup>xxviii</sup> See Appendix II, Children's Studies Announcement

<sup>xxix</sup> Fourth Child Policy Forum of New York website:

<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/forum/forum4.php>

<sup>xxx</sup> Fourth Child Policy Forum of New York Youth Forum website:

<http://www.brooklyn.cuny.edu/web/academics/centers/children/initiatives/forum/forum4/youth.php>

<sup>xxxi</sup> National Consultation, Social Justice for Children: To End Child Abuse and Violence Against Children website:

<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/index.htm> See Appendix VII

<sup>xxxii</sup> Cynthia Price Cohen: In Memoriam and Celebration of her Life and Legacy,

[http://www.brooklyn.cuny.edu/web/aca\\_centers\\_children/090527\\_FRANKLIN\\_Cohen.pdf](http://www.brooklyn.cuny.edu/web/aca_centers_children/090527_FRANKLIN_Cohen.pdf)

<sup>xxxiii</sup> See Appendix III, Children and Youth Studies Brochure

<sup>xxxiv</sup> The timeline features a select sampling of highlights and achievements of the Children's Studies Program and Center. For a full listing of news and events from 2007 to the present, please see

<http://www.brooklyn.cuny.edu/web/academics/centers/children/news.php>

<sup>xxxv</sup> Children's Studies Publications are accessible at

<http://www.brooklyn.cuny.edu/web/academics/centers/children/publications.php>