



# Harbor Heritage University

## Diplomatic Fellowship Program

A Division of The Federation of International Gender and Human Rights  
New York, New York

### Syllabus for Curriculum

*The Orphaned, Surrendered, Migrant and Indigenous Child*

**CIRRICULUM LEAD:** Dr. Ameena Ali, N.D. PhD, CD-B/P, VLM

**CONTACT INFORMATION:** (347) 879-9801 talk/text/WhatsApp (USA)/iPhone  
[HarborHeritageUniversity@gmail.com](mailto:HarborHeritageUniversity@gmail.com) (main)  
[FIGHRInfo@gmail.com](mailto:FIGHRInfo@gmail.com) (alternative)

**ATTENDANCE POLICY:** Lack of attendance *directly* affects the curriculum and your certification.

**ACCELERATED PROGRAM DESCRIPTION:** Harbor Heritage University is a Sovereign, privately accredited University based in Gender and Human Rights Studies. This Fellowship program offers the use and application of mentored compassion, evidence-based cultural, holistic, naturopathic and social aspects of Emotional Intelligence in Benevolent work, through a wide range of best practices, within the program.

This current HHU Program has an emphasis is on the development, sustainment, understanding and recruitment of cultures, ages, lifestyles and religions of those that are subjected to, currently effected by Gender-Based Violence (GBV) crisis. This Diplomatic Fellowship Program is derived from the need to have real-time solutions, in place in the way of establishing proper peer-based, education, developing a Human and Gender Rights Crisis Care Management System. With proper completion and certification, this Fellowship enables a real-time crisis resource for those that are in need. This is to include but is not limited to those that have survived Domesticated personal and community crisis, violence and trauma to include international measures in Female Genital Mutilation, Child Bride/Molestation, Familial Incest, and Human and Sexual Trafficking, in Rural Areas of the country.

**Prerequisites:** *Successful* registration for the program.

**MEETING TIMES:** We will meet once a week (on **Wednesdays at 10AM EST**) and you will be required to adhere to the dates of class, respectively. Your group meeting and participation will be needed for the weekly goals and assignments. Each weekly session should require four (4) to five (5) **hours** of instruction and will meet solely virtually (via WhatsApp, Zoom or Pre-recorded lecture).

Each fellow will be required to attend the **full** class time for credit and certification.

#### REQUIRED READING:

- "The State of America's Children" - <https://www.childrensdefense.org/the-state-of-americas-children/>
- "Growing Up Native American: Annotated Bibliography on Indigenous Child Well-being" - A resource from the National Indian Child Welfare Association.  
[https://library.bowdoin.edu/arch/mss/M321/Annotated\\_bibliographyChild\\_welfare.pdf](https://library.bowdoin.edu/arch/mss/M321/Annotated_bibliographyChild_welfare.pdf)
- "The Orphan Train Movement" - A historical perspective on orphaned children.  
<https://www.childrensaidnyc.org/about/orphan-train-movement#:~:text=An%20ambitious%20and%20controversial%20social,1853%20and%20the%20early%201900s.>
- "Children on the Move: Unaccompanied Migrant Children in the United States" - A report by the United Nations.  
<https://publications.iom.int/books/children-move>

- "Detained and at Risk: An Analysis of the U.S. Government's Failure to Protect Unaccompanied Migrant Children" - A report by Human Rights Watch. <https://www.hrw.org/report/2018/02/28/freezer/abusive-conditions-women-and-children-us-immigration-holding-cells>
- "Reclaiming Native Truth: A Project to Dispel America's Myths and Misconceptions" - A resource examining stereotypes affecting Indigenous children. <https://grateful.org/grateful-living/reclaiming-native-truth/>
- "Child Abuse and Neglect: Child Welfare Information Gateway" - A resource from the U.S. Department of Health & Human Services. <https://www.childwelfare.gov/topics/can/>

Additionally, consider academic databases and online resources such as Google Scholar, JSTOR, and ResearchGate, where they can access a wide range of scholarly articles, papers, and reports on gender-responsive restorative justice. These platforms often provide PDF versions of academic publications. These are to be read in no particular order but is required to flow with the teaching instruction. There will be a requirement to read this every week, until you complete the readings in totality.

**TUTORING:** Hours will vary and will be on a first come first serve basis. Students are welcome to email questions or text me times they would like to meet either via WhatsApp or Zoom. You must notify me by *Friday* (no later than the end of their time together) if you need me. Our time will be to meet on Saturday or Sunday ONLY, Eastern Standard Time.

**MEETING BEHAVIORS:** Our behavior should accommodate the rules of this title. You are a reputable Student with diplomatic respect while taking this course and cultural expectations of respect and dignity as a leader are commanded of this undertaking. You are required and expected to conduct yourself respectfully and with dignity knowing that everyone is not where you are mentally, emotionally or psychologically. You are to remember that this is a learning process; while you may be a very seasoned person in your (respective) field we are all in this program to learn and grow TOGETHER in advocacy. So, making sure that you are conducting yourself in a positive manner, there will be no vulgar, harassing or sexually suggestive language, conversations, pictures, GIFs, memes, links, videos, text or social media messages passed over this or other Social Media sites, used for this class.

Per Section 504 of the Rehabilitation Act of 1973 and in accordance with the Americans with Disabilities Act of 1990, regarding Fellows with disabilities, all efforts will be made to accommodate the needs of all students needing services; please let me know about ANY needs that are not met.

<b>EVALUATION:</b>	Sharing and Reading Assignment	15%
	Team Meeting Attendance	15%
	Final Dissertation	50%
	Externship	15%
	Visit of Shelter, Camps and/or Hospital	5%

**REQUIREMENTS:** There will be Zoom meetings, prerecorded lectures, Dissertation writing, meeting participation, and requirements of tours, for this Program. All are equally important and will be required for completion. Reading assignments MUST be completed prior to meetings and Students should be ready for discussion. There will be other reading offers that will be optional for the student's introspection; topics will be offered but it is encouraged that all students use self-advocacy to complete the recommendation. Late or incomplete work requires approval (at FIGHR's discretion); failure to do so will mark down your grade ten percent (10%) every day it is late. NO EXCEPTIONS!

**TENATIVE COURSE SCHEDULE:** (Program is on an accelerated schedule)

	<i>Topic</i>	<i>Assignment</i>
<b>Level One</b>	Week 1 Cultural Awareness, language and Identity	Topic Paper
	Week 2 Education and Literacy	Topic Paper
	Week 3 Life Skills and Empowerment	Topic Paper
	Week 4 Community Engagement and Stewardship	Topic Paper

	Week 5	Village Mentorship	Topic Paper
	Week 6	Storytelling and Communication	Topic Paper
	Week 7	Social, Emotional & Nutritional Wellbeing	Topic Paper
	Week 8	Leadership and Advocacy	Research paper (with topic)
<b>Level Two</b>		Summation Work & Final Submission	Final Paper for Course Completion
<b>Graduation.</b>		Virtual Commencement offered w/Digital Certificate	TBA