

INTE-GE.2862: International Development and Education
Mondays 2PM-3:40PM
Fall 2011
Room: Bobst LL1 50
Updated: September 20, 2011

Professor: Dana Burde
Email: dana.burde@nyu.edu
Office: 246 Greene Street, 306 W
Phone: 212.998.5052

Office Hours: Mondays, 4-6:00pm by appointment. *Please sign up on my door to make an appointment. If you cannot make it to campus, please email Tamika Bota <tb58@nyu.edu> to ask her to make an appointment for you.*

COURSE DESCRIPTION

The field of international development received its rallying call in the late 1940s when the US and Europe were absorbed in post-war building. President Truman's 1949 inaugural address called for using US "scientific advances and industrial progress" to improve living conditions in the "underdeveloped areas" of the world. Many view these efforts, however, as historically linked to colonization and empire building. The modern field of development has undergone multiple evolutions since its establishment in the 1950s. The current field is a multibillion dollar effort carried out by international multilateral institutions, bilateral (government) agencies, international and national nongovernmental organizations (NGOs). Education is among the key fields in which international and national agencies intervene to improve living conditions for many of the world's poor, or politically and socially excluded.

This course starts by exploring the debates surrounding theoretical underpinnings of development: colonization, economic theories of modernization, democratization, and globalization. The second section focuses on institutions and actors in development programs, and the third section surveys some of the most common issues facing international development education today.

COURSE REQUIREMENTS AND EVALUATION

This course requires the active participation of all class members through small and large-group activities, presentations, active listening, debate, and discussion. Other instructional methods employed in the course include lectures and guest presentations. You are expected to work with other students outside of class to prepare discussions and to give each other feedback on your work.

Please feel free to take advantage of my office hours to talk about questions concerning assignments and comments you have about course readings and topics.

If you have logistical questions, please consult with a classmate first, then contact one of the administrators in the department if your classmate can't help you. Please read and re-read the syllabus. It will also help answer logistical questions you may have.

NOTE: If there is a discrepancy between what you see on BB and what is written on the syllabus, please follow the syllabus.

The specific requirements for this course are as follows:

- 1. Participation 30%:** The course format will mix lectures and discussions (approximately half of each). You are required to participate in class. This means:
 - Read the assignments, participate in class discussions, and show active listening. I expect your participation to demonstrate familiarity with the assigned reading. Attend every class. If you must miss or arrive late to a class for any reason, please let me know in advance;

- Choose a class period in which to present discussion points with a classmate for that week's readings (first 45 minutes of class).
 - Send me an outline of your planned class activity and discussion points by the **Wednesday** before the class in which they will be discussed.

Guidelines for discussion points: You will have 45 minutes in which to (1) engage your classmates to discuss and reflect on—without summarizing—the meaning of the week's readings (most important points, key arguments), and (2) help them understand and situate the readings in the context of the theoretical frameworks raised that week, or in prior class sessions.

You may do this in ways that you think will be most effective. You can use props, video, powerpoint, handouts, group exercises—whichever teaching methods you are most comfortable employing. I only ask that you be sure to convey the points that you consider most important, use sound pedagogical methods, and keep your classmates engaged.

In addition, by **midnight on Sunday before your presentation**, submit to me via email a very short **academic response paper** (1-page, single-spaced, 12 pt font, 1-inch margins) about that week's readings. In this paper you should identify one central argument from the readings and discuss (briefly) its strengths and weaknesses. See writing guidelines for tips.

- **Post discussion questions/comments on Blackboard:** I will create discussion boards on Blackboard for most of the class sessions. Here I'd like you to post your critical comments or questions about that week's readings. Weekly reading questions or responses are due every **Sunday by 12:00 noon**. You do not need to submit questions via Blackboard on the day that you will be responsible for leading the discussion, and you may choose one additional week in the semester for which you do not need to submit a post. Please post approximately three questions OR a 1-paragraph response to the week's readings to the course Blackboard site. I encourage you to respond to comments made by your classmates. You will not get credit for late submissions.

Asking good questions is a key element of academic inquiry and professional life. Practicing this technique and honing your skills as questioners is a critical aspect of improving your academic work and professional skills.

2. **Early Mid-term Assignment 30%:** 5 page essay (12-pt. font, double-spaced, one inch margins). You will be asked to apply the readings to a specific issue in international education development, advocacy, or research. More explicit instructions will be emailed to you on September 18th. **The first draft is due in class on Monday, September 26th; an electronic copy is due to me before class on the same day.** You will identify a partner in class and you will discuss your draft during the week with your partner using the writing guidelines posted on Blackboard. You and your partner will give each other comments during the following class session (October 3rd). **The second (final) draft is due to me via email by Tuesday, October 11th by midnight.**
3. **Final Assignment 40%:** Final research project 10-12 pages, double-spaced (12 pt. font, 1 inch margins). You will be asked to draw from the readings to answer a research question in response to a specific job description in the field of international education. More explicit instructions will be provided by the fourth class session. **Due by email by midnight Saturday December 10th.**

Criteria for grading written work: Strength and clarity of arguments, quality of analysis, use of sources.

*Policy on late assignments: Barring serious illness or family emergency (both require documentation), **late papers will be reduced by 1/3 of a grade for each 24-hour period** for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. This is a strict policy. Exceptions are granted only in extreme circumstances and require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics, regions, countries of study for an assignment; poor time management; and procrastination *do not count as exceptional circumstances*.

4. **ACADEMIC INTEGRITY:** I take academic integrity very seriously. All assignments must adhere to standards of academic ethics. Your work must reflect your own writing and ideas. According to the Steinhardt School of Education Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two

different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when you cheat on exams, and when you plagiarize material.

Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions, which range from failure of the course to dismissal from the school.

If you haven't already done so, by Sunday, September 18, please complete the [NYU Wagner Academic Oath](http://wagner.nyu.edu/current/academicOath.php) form located at: <http://wagner.nyu.edu/current/academicOath.php> Send the acknowledgement that the form has been completed to me via email. You will receive a "P" for this assignment if you complete the oath. If you do not complete this oath, you will fail the class.

Note: If you have already sent me your oath in another class, you do not need to re-take it, but please send me an email reminding me that you have already taken this oath.

5. **Special Accommodations:** Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, www.nyu.edu/csd.

COURSE SCHEDULE AND READINGS

Required readings are available on line via the NYU Blackboard webpage.

The required readings that are not located on Blackboard are available through the NYU library website ejournals. If you have difficulties locating readings, please ask the NYU library staff, or a classmate to assist you.

The **NYU library** offers guided tours. I strongly recommend that you make an appointment with the library staff for a tour, if you haven't already done so. They will describe which search engines and other kinds of tools are available and will explain how to conduct on-line searches for academic literature, among other key research activities. They have an excellent reputation. Every student I know who has toured the library is happy to have done it.

Because we are studying education in dynamic international environments, and because much of international development education work relates directly to current political changes, **I may add short readings that will be particularly relevant to the topics that we are studying as the course progresses.** Any additional readings will be added several days before the class meets (at minimum), and the syllabus will be updated on Blackboard. Please check for these updates.

Course Schedule and Required Readings

Excellent online resources:

William Easterly's institute: <http://dri.fas.nyu.edu/page/home>

Chris Blattman's Blog: <http://chrisblattman.com/>

Part I: Theories and trends in international development

September 12: Introduction to course and overview of the modern development project

- Truman's inauguration speech: <http://www.presidency.ucsb.edu/ws/index.php?pid=13282>
- The Truman Doctrine: http://avalon.law.yale.edu/20th_century/trudoc.asp
- Read about the Marshall Plan and the Blue Print for Recovery at: <http://usinfo.org/docs/democracy/57.htm>.
- UNICEF, State of the World's Children, 2011. Read the executive summary: http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Executive-Summary-LoRes_EN_12132010.pdf
- Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. 2001. The geography of poverty and wealth. *Scientific American* 284 (3):70-5.

September 19: Empires and colonization

- Stanley L. Engerman and Kenneth L. Sokoloff. (2002). Factor Endowments, Inequality, and Paths of Development among New World Economies, *Economia*.

- Mamdani, M. (Oct 2001). Beyond settler and native as political identities: Overcoming the political legacy of colonialism. *Comparative Studies in Society and History*. 43(4).
- Vavrus, F. (2002). Uncoupling the articulation between girls' education and tradition in Tanzania. *Gender and Education* 14(4), pp. 367-389.
- Yamada, S. (Fall 2005). Socio-moralist vocationalism and public aspirations: Secondary education policies in colonial and present-day Ghana. *Africa Today*.

Optional:

- Quist, H. O. (Sept 2003). Transferred and adapted models of secondary education in Ghana: What implications for national development? *International Review of Education*, 49(5), pp. 411-431.

September 26: Economic theory and human capital

- Rostow, W. (1960). *The stages of economic growth: A non-communist manifesto*. Cambridge: Cambridge University Press.) Read Chapter 2 online: <http://www.mtholyoke.edu/acad/intrel/ipe/rostow.htm>
- Arndt, H. (1981). Economic development: a semantic history. *Economic Development and Cultural Change*. 29(3), pp. 457-66.
- William Easterly (2009) "Can the West Save Africa?," *Journal of Economic Literature* 47(2). Read sections 1 and 2 (p.373–391).
- Stiglitz, J. (Jan 2002). Globalism's discontents, *The American Prospect*. 13(1).
- Hanushek, E., V. Lavy, and K. Hitomi. (March 2008). Do Students Care about School Quality? Determinants of Dropout Behavior in Developing Countries. *Journal of Human Capital*. Volume 2, Issue 1, Page 69–105.

Optional:

- Peet, R. (1999). *Theories of development*. New York, London: Guilford Press. Read pp. 40-64.
- Psacharopoulos (1988). The World Bank Research Observer, Vol. 3, No. 1 (Jan., 1988), pp. 99-116 .
- Bhagwati, J. (2004). *In defense of globalization*. Oxford University Press. Read pp.51-67.

**October 3: Statebuilding and Democracy building
Guest Speaker: Lincoln Mitchell, Columbia University**

- Sen, A. (October 2003). Why democratization is not the same as Westernization: Democracy and its global roots, *The New Republic*.
- Mendelson, S. (2001). Democracy assistance and political transition in Russia: Between success and failure. *International Security*. 25(4), pp. 68-106.
- Mitchell, T. (March 1991). The limits of the state, *American Political Science Review*. 85(1) pp.77-96.
- Evans, G. & Rose, P. (2007). Support for democracy in Malawi: Does schooling matter? *World Development*. 35(5), pp. 904-919.
- Bernal, V. (1997). Islam, transnational culture, and modernity in rural Sudan. In M. Grosz-Ngate and O. H. Kokole (Eds.), *Gendered encounters: Challenging cultural boundaries and social hierarchies in Africa* (pp. 131-151). New York and London: Routledge.

Optional:

- Tendler, Judith. 1997. *Good government in the tropics*. Baltimore and London: John Hopkins University Press. Read chapters 1 and 6.
- McGinn, N. (1996). Education, democratization, and globalization: A challenge for comparative education. *Comparative Education Review* 40(4), 341-357.
- Blair, H. (Spring 2003) Jump-Starting Democratization: Adult Civic Education and Democratic Participation in Three Countries. *Democratization*. V. 10, N.1. pp. 53-76(24).
- Glaeser, E., G. Ponzetto, A. Shleifer. (2007) Why does Democracy Need Education? *Journal of Economic Growth*.
- Fukuyama, F. (2004). *State-building: governance and world order in the 21st century* (pp 3 – 39).
- Jackson, R. & Rosberg, C. (October 1982) Why Africa's weak states persist: The Empirical and the Juridical in Statehood. *World Politics*, 35(1), pp. 1-24.

PART II: International Institutions

October 17: Networks and Social Movements

- Tilly, C. (1997) Social movements as political struggle. Draft article for the *Encyclopedia of American Social Movements*.

- Tarrow, S. (2001) Transnational Politics: Contention and Institutions in International Politics. *American Review of Political Science*. 4: 1-20.
- Keck, M. (1995, July). Social equity and environmental politics in Brazil. Lessons from the rubber tappers of Acre. *Comparative Politics*, 409-424.
- Dewees, A. & Klees, S. (1995). Social Movements and the transformation of national policy: Street and working children in Brazil. *Comparative Education Review*. 39 (1). pp. 76-100
- Price, R. (Summer 1998). Reversing the Gun Sights: Transnational Civil Society Targets Land Mines *International Organization*, 52 (3), 613-644.
- Raab, J., and Milward, H. B. (2003). Dark networks as problems. *Journal of Public Administration Research and Theory*, 13(4), 413-439

Optional:

- Meyers, J. P. (2007). Citizenship education practices of politically active teachers in Porto Alegre, Brazil and Toronto, Canada. 51(1).
- Bebbington, A. (2007). Social Movements and the politicization of chronic poverty. *Development and Change* 38(5): 793–818

October 24: Multinational Organizations: World Bank and the United Nations
Guest Speaker: TBA

- Radelet, S. (2006). A Primer on Foreign Aid, CGD Working Paper 92.
<http://cgdev.org/content/publications/detail/8846/>
- Clemens, M. and Moss, T. (2005). What's Wrong with the Millennium Development Goals? CGD Brief.
<http://www.cgdev.org/content/publications/detail/3940>
- De Moura Castro, C. (2002). The World Bank policies; damned if you do, damned if you don't. *Comparative Education*, 38 (4), 387 – 399.
- Heyneman, S. (2003). The history and problems in the making of education policy at the World Bank 1960 – 2000. *International Journal of Educational Development*, 23, 315 – 337.
- Go to the UN website: <http://www.un.org/english/> Read about the Millennium Development Goals and familiarize yourself with the “About” section.

October 31: International NGOs
Guest Speaker: Anita Anastacio, Senior Education Advisor, International Rescue Committee

- Reiman, K. (2006). A view from the top: International politics, norms, and the worldwide growth of NGOs. *International Studies Quarterly*. 50 (45-67).
- Mundy, K. & Murphy, L. (February 2001). Transnational advocacy, global civil society? Emerging evidence from the field of education. *Comparative Education*. 45 (1) pp. 85-126.
- Edwards, M. & Hulme, D. (1996). Too close for comfort? The impact of official aid on nongovernmental organizations, *World Development*, 24 (6), 961-973.
- Burde, D. (2004). International NGOs and best practices: The art of educational lending. In G. Steiner-Khamsi (Ed.), *The global politics of educational borrowing and lending*. New York: Teachers College Press.
- Jarvik, L. (Spring 2007). NGOs: A ‘new class’ in international relations. *Orbis*.

Optional:

- Eric Werker and Faisal Z. Ahmed (2008). “What Do Nongovernmental Organizations Do?” *Journal of Economic Perspectives* 22:2. Available: <http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.22.2.73>

Part III: Current Issues for Education in International Development

NOTE some of the sessions below may change depending on availability of guest speakers

November 7: Gender issues in education
Guest Speaker: TBA

- Nussbaum, M. (2003). “Women’s education: a global challenge.” *Signs: Journal of Women in Culture and Society* 29:325-355.
- Murphy-Graham, E. (2009). Constructing a new vision: Undoing gender through secondary education in Honduras. *International Review of Education* (2009) 55:503–521 _ Springer 2009
- Raymond, J. G. (Sept./Oct. 2002). The new UN trafficking protocol. *Women’s Studies International Forum*. 25(5) 491-502.

- Beyrer, C. (2001). Shan women and girls and the sex industry in Southeast Asia; political causes and human rights implications. *Social Science & Medicine*. 53, 543-550.
- Lewis, M. and M. Lockheed. (2006). Overview and Chapter 4 in *Inexcusable Absence: Why 60 million girls still aren't in school and what to do about it*. Washington, DC: Center for Global Development.

Optional:

- Stromquist, N. (2008). "The intersection of public policies and gender: understanding state action in education." Pp. 3-30 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.
- Ringrose, J. (2007). "Successful girls? Complicating postfeminist, neoliberal discourses of educational achievement and gender equality." *Gender and Education* 19(4):471-89.

November 14: Climate Change, Sustainable Development, and Education
Guest Speaker: Allison Anderson, Brookings Institution

- Monitoring Disaster Displacement in the Context of Climate Change: Findings of a study by the United Nations Office for the Coordination of Humanitarian Affairs and the Internal Displacement Monitoring Center (2009). UNOCHA, Switzerland.
- Anderson, A (2010). Combating Climate Change through Quality Education. Brookings Institution.
- *Children Communicating Climate and Disaster Risks* (2009). IDS In Focus Policy Briefing 13.3, Institute of Development Studies at the University of Sussex, Children in a Changing Climate Research, Plan.

November 21: Education in Emergencies

- Burde, D., Kapit-Spitalny, A., Wahl, R., and Guven, O. (2011). *Education and Conflict Mitigation: What the Aid Workers Say*. Washington, D.C.: USAID, EQUIP.
- Barnett, M. (2005). Humanitarianism transformed. *Perspective on Politics*. 3(4).
- Burde, D. and Leigh Linden (forthcoming). The Effect of Proximity on School Enrollment: Evidence from a Randomized Controlled Trial in Afghanistan. [Note: Don't get tripped up on the formulas—read for research design and results.]

November 28: Human Rights Education

- Hathaway, O. (2007). Why do countries commit to human rights treaties? *Journal of Conflict Resolution*. 51: 588.
- Risse, Ropp, and Sikkink (1999). *The Power of Human Rights: international norms and domestic change*. Cambridge University Press. Chapter 1. (If you have difficulty reading the first page of the PDF on blackboard, access it online at:
http://books.google.com/books?id=kpsDPvaCOCAC&printsec=frontcover&dq=Risse+Ropp++human+rights&source=bl&ots=n9406sM02p&sig=7hj5kTb9cKe0zestZqr6EUCNITM&hl=en&ei=Kr1US_K8BpXalAfMuMSUBw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CAcQ6AEwAA#v=onepage&q=&f=false)
- Kupermintz, H. and Salamon (2005). Lessons to be learned from research on peace education in the context of Intractable Conflict. *Theory into Practice* 44(4).
- Suarez, D. (2003). Education professionals and the construction of human rights education. *Comparative Education Review*. 51(1).

Optional:

- Offenheiser, R. & Holcolombe, S. (June 2003). Challenges and opportunities in implementing a rights-based approach to development: An Oxfam America perspective. *Nonprofit and Voluntary Sector Quarterly*. 32(2).

December 5: Religion and Education

- Tahwil, S. (2006). Qur'anic Education and Social Change in Northern Morocco: Perspectives from Chefchaouen. *Comparative Education Review*. 50(3).
- Evans, A. (Feb 2006). Understanding Madrassahs: How threatening are they? *Foreign Affairs*.
- Barro, R. & Rachel McCleary (May 2002). *Religion and Political Economy in an International Panel*. NBER Working Paper No. w8931.
- Smith, R. (November 2007) Religion and education: a human rights dilemma illustrated by the recent 'headscarf cases.' *Globalisation, Societies and Education*, Volume 5, Issue 3, pages 303 – 314.

Optional

- Horavitch, P. (November 1994). Ways of Knowing Islam. *American Ethnologist* Vol. 21(4).

December 12: Health issues in education

- Vavrus, F. (2006). Girls' schooling in Tanzania: The key to HIV/AIDS prevention? *AIDS Care*, 18:8, 863 – 871

- Altman, D. (1999). Globalization, political economy, and HIV/AIDS. *Theory and Society*, 28(4), pp. 559-584.
- Nutbeam, D. (2000). Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15(3).
- Suzanne Leclerc-Madlala. (2009). "Cultural scripts for multiple and concurrent partnerships in southern Africa: why HIV prevention needs anthropology" *Sexual Health*. 6: 103–110.

December 14: TBA