

New York University
Department of Humanities and Social Sciences

Politics, Education, and Conflict

September 12, 2008

Fall 2008
Tuesdays 4:55-6:35

Professor: Dana Burde, International Education
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Office hours **by appointment only**: Wednesdays 4-6

Please email Tamika Bota tb58@nyu.edu to schedule an appointment.

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Teaching Assistant: Ashleigh White
Email address: aw1215@nyu.edu
Office hours by appointment: Wednesdays 1:30-3:00, Thursdays 6:30-7:30
*Please email or speak with Ashleigh directly to set up an appt.

COURSE DESCRIPTION

This seminar explores the politics of civil conflict, peacebuilding, and the role of education in promoting violence or peace. Specifically it explores the role of external actors (international organizations, bilateral donors, nongovernmental organizations), local actors (civil society associations, nationalist and ideological state factions), and their influence on education systems during war and emerging peace. Readings and discussion will focus on humanitarian action, human rights and development, nationalism and ethnic conflict, the political economy of post-conflict education, and the politics of promoting education in early reconstruction and peacebuilding. Case studies will include Afghanistan, Colombia, Sierra Leone, Pakistan, and West Bank/Gaza, but students will be encouraged to explore cases of their choosing.

COURSE OBJECTIVES

- To gain a deeper understanding of the theoretical assumptions regarding causes of conflict and peace;
- To assess education programs as part of a short term response to conflict and long term peacebuilding and statebuilding efforts;
- To provide the knowledge necessary for graduate students who plan to work as practitioners in humanitarian or development organizations, or academic researchers in educational institutions.

REQUIREMENTS

There are three requirements for this course:

- Course participation and presentation: 30%
- Short writing assignment (5 pages): 30%
- Research paper (15-20 pages): 40%

I. PARTICIPATION (30%):

- 1) **Attendance and participation in discussions (15%):** Attendance includes coming to every class and recitation on time. The course requires the participation of all class members; lateness or absence disrupts the course plan. In addition, you are expected to come to class prepared to discuss and critique all of the required readings. Because there may be a large number of pages assigned for many of the sessions, you do not need to read every word, but you do need to understand each article or chapter thoroughly and absorb the main points and arguments the authors make. It is helpful when reading analytically to consider the similarities and differences between the authors' positions and how the pieces inform each other. You will be expected to offer your insights into these arguments during each class and recitation session.
- 2) **Group presentation (15%):** In addition to participating actively in discussions, you will be asked to organize one presentation with one or two colleagues. You are required to email your presentation outline to me on the Monday morning prior to class; I will review it and send comments or suggestions. In the presentation, you will be evaluated for content, creativity, and pedagogy. A sign-up sheet will be distributed during the second class session.

II. SHORT WRITING ASSIGNMENT (30%) DUE 6PM OCTOBER 14th via email

Choose one set of readings from the first six sessions about which to write a short paper (5 pp., double-spaced, 11-12 pt font, one-inch margins all around). This paper should examine some theoretical aspect of the readings, providing a brief critical reflection, or analysis of the ideas presented in them. More detailed instructions will be emailed to you two weeks prior to the assignment deadline.

III. RESEARCH PAPER (40%) DUE DECEMBER 1ST AT 6 PM via email

After the first four weeks of the course, you will be required to identify a research topic among the topics covered in the course, broadly defined. I would like you to use this paper as an opportunity to explore a topic that you find particularly compelling. Although it is not required, I encourage you to use primary as well as secondary sources. In other words, you should feel free to conduct interviews with current or former colleagues, or with contacts that you develop in aid or development organizations. I will ask that you submit an abstract to me on **September 26th** (via email), describing why your topic is important, your main argument, and sources (primary and/or secondary). I encourage you to use this exercise to explore topics for a paper of publishable quality. You may work in pairs if you prefer.

You will receive a more detailed description of this assignment on September 18. Criteria for grading written work: Strength and clarity of arguments, quality of analysis, use of sources. Please consult writing guidelines that will be posted on Blackboard.

NOTE: Please submit all assignments to me via email at: dana.burde@nyu.edu. You will receive comments and feedback via email as well. This means that I will use the editing functions under “tools,” “track changes” to write comments and suggestions into your papers using highlighted text.

*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*.

ACADEMIC INTEGRITY

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.

Please consult the Steinhardt School of Education Statement on Academic Integrity for more information about academic integrity and plagiarism, including the steps involved in disciplinary sanctions. This document is available at: <http://education.nyu.edu/education/students/pdfs/soai.pdf>.

REQUIRED BOOKS TO PURCHASE AVAILABLE AT THE NYU BOOKSTORE

Michael Barnett and Thomas Weiss (eds.) (2008). *Humanitarian Action*. Ithaca, NY: Cornell University Press.

Fiona Terry (2002). *Condemned to repeat? The paradox of humanitarian action*. Ithaca, NY: Cornell University Press.

Michael Walzer. (1977). *Just and unjust wars: A moral argument with historical illustrations*. US: Basic Books.

The required readings, beyond these books, are available on line via the NYU Blackboard webpage. Required readings that are not located in the books, or 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.

Because we are studying education in dynamic international environments, and because much of international 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

NOTE: All readings, unless taken from the books that you are to purchase, will be available on line via Blackboard. If you see a problem with the readings, first consult a classmate. If you still cannot resolve the issue, please let the Teaching Assistant for this class, Ashleigh White, know.

Part I: War: Conflict, Causes, and the Humanitarian Impulse

September 2

Session 1: Introduction: War, Peace, and Education in Emergencies

- Human Security Center. (2005). Human Security report from UBC. Chapter one: The changing face of violence.
- Machel, G. (2001). *The impact of war on children*. London: UNICEF. (pp. 1-6, 92-104).
- Galtung, J. (1969). Violence, peace and peace research, *Journal of Peace Research*. 6 (167-191).
- Burde, D. (December 2005). *Education in Crisis Situations: Mapping the Field*. Washington, DC: Creative Associates/Basic Education Support Project, United States Agency for International Development. Available: http://www.beps.net/beps_pubs.htm or via Blackboard. Read through p. 17.

September 9

Session 2: War: Ethics and causes

- Walzer, M. (1977). *Just and unjust wars: A moral argument with historical illustrations*. US: Basic Books. (pp. xi-xxiii, 21-47).
- Brown, M. (1997). The causes of internal conflict: An overview. In Brown, et al. eds. *Nationalism and ethnic conflict*. Cambridge: MIT Press. (pp. 3-25).
- Bush, K. & Saltarelli, D. (eds.) (2000). 'The contemporary importance of ethnicity,' and 'The two faces of education.' In *The two faces of education in ethnic conflict*. Florence: UNICEF Innocenti Research Center. (pp. 1-22).

September 16

Session 3: Causes of conflict, continued

- Le Billon, P. (2001). The political ecology of war: Natural resources and armed conflicts. *Political Geography*. 20, 561-584.
- Berdal, M. & Malone, D. (2000). *Greed and grievance: Economic agendas in civil wars*. Ch. 5.
- Juergensmeyer, M. (1993). *The new Cold War? Religious nationalism confronts the secular state*. Ch. introduction, 1, and conclusion.
- Perlez, J. (October 12, 2003). Enlisting aid to education in the war on terror. *New York Times*.

September 23

Session 4: Humanitarian Intervention

Guest Speaker: Susan Allee, Senior Political Affairs Analyst, United Nations Department of Peace Keeping Operations

- Walzer, M. (1977). 'Law and order in international society,' and 'Interventions.' In *Just and unjust wars: A moral argument with historical illustrations*. US: Basic Books. (pp. 51-73, 86-108).
- Hoffman, S. (1996). Sovereignty and the ethics of intervention. In Hoffman, Ed. *The ethics and politics of humanitarian intervention*. Notre Dame, IN: University of Notre Dame Press. (pp. 12-37).
- Harvey, R. (June 2003). 'Section 1: Overview of international law and developments.' In *Children and armed conflict: A guide to international humanitarian and human rights law*. Montreal, Canada: International Bureau for Children's Rights. (pp. 5-23).

September 30

Session 5: Humanitarianism: History and impulses

In Barnett, M. and Weiss, T. (eds.) (2008). *Humanitarianism in question: Politics, Power, Ethics*. Ithaca: Cornell University Press:

- Barnett, M. and Weiss, T. Chapter 1: "Humanitarianism: A brief history of the present;" (pp. 1-48).
- Fearon, J. Chapter 2: "The rise of emergency relief aid;" (pp. 49-72).
- Calhoun, C. Chapter 3: "The imperative to reduce suffering" (pp. 73-97).

And:

- Terry, F. (2002). *Condemned to repeat? The paradox of humanitarian action*. Ithaca, NY: Cornell University Press. Ch. 1, 6

Part II: Actors and Institutions

October 7

Session 6: Global norms and standards: International agencies' principles and approaches to working with children affected by conflict

Guest Speaker: Allison Anderson, Director Interagency Network for Education in Emergencies

- Finnemore, M. & Sikkink, K. 1998. "International Norm Dynamics and Political Change." *International Organization*, 52, 4: 887-917.
- Interagency Network for Education in Emergencies. (2004). *Minimum Standards on Education in Emergencies, Chronic Crises, and Early Reconstruction*.
- ICVA. (2003). *Frequently asked questions on International Humanitarian, Human Rights and Refugee Law* in Growing the sheltering tree: Protecting human rights through humanitarian action. Available online at: <http://www.icva.ch/cgi-bin/browse.pl?doc=doc00001023>
- UNHCR. (1994). Education. In *Refugee children: Guidelines on protection and care*. pp. 109-119.

October 14 – No Class

October 21

Session 7: Humanitarians: Who are humanitarian actors?

Guest Speaker: Jack Snyder, Robert and Renée Belfer Professor of International Relations, Political Science Department, Columbia University

- De Waal, A. (1997). *Famine crimes: Politics and the disaster relief industry in Africa*. Ch 4 The humanitarian international.
- Hopgood, S. (2008). "Saying no to Walmart?", in Barnett, M. and Weiss, T. (eds.) *Humanitarianism in question: Politics, Power, Ethics*. Ithaca: Cornell University Press. (pp. 98-123).
- Stein, J.G. (2008). Humanitarian Organizations:
- Barnett, M. & Snyder, J. (2008). "The grand strategies of humanitarianism," (pp. 143-171).

October 28

Session 8: Global norms and standards for psychosocial work: International agencies' principles and approaches to working with children affected by conflict

Guest Speaker: Professor Neil Boothby, Director of the Forced Migration Program, Columbia University School of Public Health

- Boothby, N. (1992). Displaced children: Psychological theory and practice from the field. *Journal of refugee studies*. 5(2).
- Save the Children Alliance. (November 1996). Promoting psychosocial well-being among children affected by armed conflict: Principles and approaches. Westport, CT: International Save the Children Alliance.
- Boothby, N., J. Crawford, & J. Halperin. (February 2006). Mozambique child soldier life outcome study: Lessons learned in rehabilitation and reintegration efforts. *Global Public Health*, February 2006; 1(1): 87-107.
- Boothby, N. (2008). Political Violence and Development: An Ecologic Approach to Children in War Zones. *Child and Adolescent Psychiatric Clinics of North America*. 17, 497–514

November 4 Don't forget to VOTE!

Session 9: Violence against humanitarians

- Stoddard, A., Harmer, A., & Haver, K. (September 2006). *Providing aid in insecure environments: Trends in policy and operations*. Overseas Development Network. Ch 2. Report available online at: http://www.odi.org.uk/hpg/aid_insecure_environments.html
- Hammond, L. (2008). "The power of holding humanitarianism hostage and the myth of protective principles," (pp. 172-195).
- Duffield, M. (2002). *Global Governance and the New Wars: The Merging of Development and Security*. London: Zed Books. Ch 1 and 2.
- INEE Tribute to Jackie Kirk.

November 11**Session 10: Case study: Afghan refugee education and community-based schools in Afghanistan**

- Terry, F. (2002). *Condemned to repeat? The paradox of humanitarian action*. Ithaca, NY: Cornell University Press. Ch. 2.
- Burde, D. (2006). Save the Children's Afghan Refugee Education Program in Balochistan, 1995-2005. Save the Children, Islamabad.
- World Food Programme. (April 2005). *Results and discussion of the education data collected in the Afghanistan national risk and vulnerability assessment 2003*.
- Intili, J.A., Kissam, E., & St. George, E. (2006). Fostering Education for Female, Out-of-School Youth in Afghanistan. *Journal of Education for International Development*, 2(1).

November 18**Session 11: Case Study: Strengthening government or religious schools in Pakistan**

- Armanios, F. (October 2003). Islamic religious schools, madrasas: Background. Congressional Research Service.
- Andrabi, T., Jishnu Das, Asim Khwaja, and Tristan Zajonc. (2006). Religious School Enrollment in Pakistan: A look at the data. *Comparative Education Review*, 50(3): 446-77.
- Gall, C & Khan, M. (January 22, 2006). Pakistan's push in border area is said to falter. *New York Times*.
- International Crisis Group. (October 2004). *Pakistan: Reforming the education sector*.
- Rahman, K. & Bikhari, S. R. (2004). Religious education institutions (REIs): Present situation and future strategy. Islamabad, Pakistan: Institute of Policy Studies.

November 25**Session 12: Case study: Curriculum development in Palestine**

- Abu-Saad, I. & Champange, D. (April 2006). A historical context of Palestinian Arab education. *American Behavioral Scientist*. 49(8), 1035-1051.
- Marcus, I. (2001). Palestinian Authority school textbooks. Center for Monitoring the Impact of Peace.
- Maoz, I. (Nov. 2000). An experiment in peace: Reconciliation-aimed workshops of Jewish-Israeli and Palestinian youth. *Journal of Peace Research*. 37(6) 721-736.
- Moughrabi, F. (2001). The politics of Palestinian textbooks. *Journal of Palestinian Studies*. 31(1) issue 121.
- Brown, N. (2001). Democracy, history, and the contest over the Palestinian curriculum. Prepared for Adam Institute, Available on-line:
http://www.geocities.com/nathanbrown1/Adam_Institute_Palestinian_textbooks.htm

Optional:

- Sukharieh, M. (Autumn 1999). Through children's eyes: Children's rights in Shatila camp. *Journal of Palestinian Studies*. 29(1), 50-57.
- Bar-Tal, D. (Nov. 1998) The rocky road toward peace: Beliefs on conflict in Israeli textbooks. *Journal of Peace Research* 35(6) 723-42.

December 2

Session 13: Case study: Child soldiers in Sierra Leone

- Krech, R. & Maclure, R. (2004). Education and human security in Sierra Leone: Discourses of failure and reconstruction. In *Comparative education, terrorism, and human security: From critical pedagogy to peacebuilding?* New York: Palgrave Macmillan.
- Richards, P. (1996). Introduction, in *Fighting for the rain forest*.
- Keen, D. (2005). Grievance and shame, in *Conflict and collusion in Sierra Leone*.
- Humphreys, M. & Weinstein, J. (July 2004). What the fighters say: A survey of ex-combatants in Sierra Leone, June-August 2003. Columbia University, Stanford University and the Post-Conflict Reintegration Initiative for Development and Empowerment. Available: <http://www.columbia.edu/~mh2245/SL.htm>

Optional:

- Take a look at the following websites: www.witness.org and Campaign for Good Governance: www.slccg.org/home.htm
- Read this short article on civic education in Sierra Leone: http://www.usaid.gov/sl/sl_democracy/news/030718_ndicivforum/
- And this evaluation of a USAID Office of Transition Initiatives youth reintegration program: <http://www.beps.net/publications/FINAL%20EVALUATION%20OF%20OTI%20PROGRAM%20IN%20SIERRA%20LEONE.PDF>

December 9

Session 14: Case study: Internally displaced people in Colombia

- Hanson, E. M, (February 1995). Democratization and decentralization in Colombian education. *Comparative Education Review*. Special Issue on Education in Latin America. 39(1), 101-119.
- Eaton, K. (2005). The unintended consequences of decentralization: Armed clientelism in Colombia. Paper
- Watchlist. (2004). *Colombia's war on children*. New York: Women's Commission for Refugee Women and Children.
- Internal Displacement Monitoring Centre. (June 2006). Special country report: Colombia: Government peace process cements injustice for IDPs. Report can be accessed through: www.internal-displacement.org

Optional:

- Guaqueta, A. (2003). The Colombian conflict: Political and economic dimensions. In K. Ballentine and J. Sherman (eds) *The political economy of armed conflict: Beyond greed and grievance*.
- International Crisis Group. (June 2005). Colombia: Presidential political and peace prospects. Latin America report # 14.

Useful Resources:

Human Rights Watch: <http://www.hrw.org/>

The Human Security Center: <http://www.humansecuritycentre.org/>

International Crisis Group home page: <http://www.crisisgroup.org/home/index.cfm?l=1>

Research resources and links: <http://www.crisisgroup.org/home/index.cfm?l=1&id=1130>

International Peace Academy: <http://www.ipacademy.org/>

Overseas Development Institute: <http://www.odi.org.uk/>