

INTERNATIONAL DEVELOPMENT AND EDUCATION

INTE-GE 2862

Wednesdays 2PM-3:40PM

Fall 2016

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COURSE DESCRIPTION: Why are so many around the world still so poor? What, if anything, can the West do about it? How does education factor in? This course introduces you to some of the most important normative, theoretical, empirical, and practical questions in international development today and encourages you to critically and analytically engage with them.

The course proceeds in three parts. **Part I** builds a foundation by considering what development means, various explanations for differential rates of development, and the implications these definitions and theories have for the way individuals and organizations aim to promote international development, including via education. **Part II** studies responses to low levels of development, focusing on international development aid, the actors and institutions involved in international development activities, and the ways in which education is an integral part of development interventions. **Part III** explores the future of international development, reflecting upon the (in)effectiveness of current international development projects, promising initiatives, and the balance between international and local development priorities. Education is among the key fields in which international and national agencies intervene to improve living conditions for many of the world's poor and politically and socially excluded, and is a common thread across the course.

The course is run as a *seminar*, meaning that the core of each session will comprise a critical discussion of the week's theme and readings in which all students are requested to participate. Some sessions will open with mini-lectures. We will benefit from guest speakers during some of the sessions.

LEARNING OBJECTIVES: The course learning objectives are for you to (i) become familiar with some of the main debates, theories, and issues in contemporary international development; (ii) engage with them critically and develop your critical thinking, reading, writing and presentation skills; and (iii) explore your potential roles in problems and solutions. It is my hope that you will leave the course with a heightened appetite and ability to learn and engage in the world around you.

REQUIREMENTS & EVALUATION: All requirements will be further discussed in class. You are also always invited to discuss the requirements, your ideas, and other issues during office hours.

1. **PARTICIPATION:** The success of any seminar depends on the your willingness, and that of your classmates, to participate in the weekly discussions. Marks (worth 30% of the course grade) will be awarded to you on the basis of your general participation in the weekly seminars. Participation does not simply mean “talking in class”. Please prepare for each session by carefully reading and thinking about the assigned readings. Because the number of pages for each week averages 100, you cannot read or memorize every word. Note the key argument of each article or chapter and the main points that support the argument. Highlight key terms or concepts. It is also helpful when reading analytically to consider the similarities and differences between the authors’ positions as well as the way the pieces inform and respond to each other. You should come to class with a *list of possible questions* for group discussion. You will be expected to *offer informed insights into the session’s theme* during each class. 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. For academics, critique is perhaps the highest form of compliment. I may create discussion boards on NYU Classes for some of the sessions. In this case, I’d like you to post your critical questions (approximately three) about that week’s readings 24 hours in advance of the session. There will be no credit for late submissions.

All students *must* schedule a time to speak with me in office hours *at least once prior to week 9’s class*. I look forward to speaking with you.

2. **SHORT ASSIGNMENTS** (15% each totaling 30%):

a. **Written:** Defining Development beyond the classroom (due October 5th prior to the beginning of class).

Each of you will conduct an internet search to identify and select 3 development actors or institutions (state ie. USAID, inter-governmental i.e. World Bank, non-governmental ie. Save the Children, etc.) to study. One or more may be organizations that do educational programming, but this is not obligatory. I encourage you to choose organizations in the domain and/or part of the world in which you may one day aspire to work.

Drawing on the organizations you choose, please author a 5 to 7-page paper (double-spaced, 12-pt font, Times New Roman, 1 inch margins), plus works cited that answers the following questions:

- (1) *How do these organizations define development (these definitions may be explicit or implicit)?*
- (2) *In what ways do their programs aim to contribute to development (i.e. water and sanitation, education, micro-credit, cash transfers, specific types of these, etc.)?*

(3) *How do these practical definitions and programs match/contradict/build upon/confuse etc. the definitions of development and explanations for low levels of development we studied in class?*

Your paper should include:

- Introduction: including a thesis statement that responds to question 3 and a clear plan of how the paper will proceed (approx. half page).
- Background: a brief background on the organizations (approx. half page).
- Findings: responses to questions 1 and 2. You may choose to integrate your responses for each organization into sequential responses to each question. Or, you may go through each organization answering both questions. Organize your paper in the way that makes the most sense to lead into your discussion and ultimately support your thesis (approx. 1.5 pages).
- Discussion: respond to question 3, referencing your findings (approx. 2 pages).
- Conclusion: a brief summary of the paper with implications for further research and/or practical suggestions for the organizations (approx. half page).
- Works Cited: consistently and correctly use APA or Chicago style.

You should draw especially on readings from class weeks 2 and 3. You do not need to do research beyond the course readings and the organizational websites. This is an opportunity to let your analytical thinking and writing skills shine. Please come to class ready to discuss your paper.

b. Oral: Education Programs and Development (due Nov 2 & 9th in class)

With a group of classmates (the class will be divided into four groups), teach a 45 minute class on one of the four assigned themes (economic development, improving health outcomes, improving women and girls' lives, and peace) answering the question: What are the main programs or approaches to international development that aim to **harness education for promoting...the specific development outcome you are assigned?**

Be sure to answer: *What are the most common programs or approaches? What is the underlying theory of change? What evidence is there in regards to (in)effectiveness? How credible is that evidence? (If you are interested, and time permitting, you might wish to add programs you found especially interesting and/or inspiring and why).*

Your teaching session should include time for questions from your classmates. To coincide with your presentation, please hand in one bibliography per group of sources you used. Each individual group member should also provide a list of approximately 100 pages of reading (a subset of your bibliography) and a justification for your choice. Imagine you are the faculty member teaching this course and that you need to choose approximately 100 pages of reading for your MA students on your group's subject matter. Please include a brief justification (one paragraph to one page) explaining your choices.

3. FINAL ASSIGNMENT (40%): Development in the real world

We will work with a development organization to help them solve a pressing problem. Details will be provided during the course. In one example from the past, my class partnered with *Generation Rwanda* (<http://www.generationrwanda.org/>) to identify program priorities, research possibilities and ultimately recommend a next country upon which the organization should focus. If you know of organizations that may be interested in working with our class, please alert me to them early in the semester.

ACADEMIC INTEGRITY: Academic integrity is essential to the success of our class. All assignments must adhere to standards of academic ethics. According to the Steinhardt 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.

All students are required to attach a printed copy of the Academic Integrity Checklist to your written assignments. This checklist will be provided on NYU Classes.

I may ask you to submit your papers to Turnitin.com. See: <http://www.nyu.edu/about/news-publications/publications/connect-information-technology/2011/01/21/turnitin-verifying-academic-originality.html>

If you have any questions or doubts about plagiarism or academic integrity, please ask me.

CLASS POLICIES:

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*.

NYU Classes and email will be used to manage and coordinate the course. Much of the reading material and important course announcements will be posted electronically on NYU Classes. Students are expected to check their emails and the course page regularly to ensure you have access to this material and announcements.

Special Accommodation: 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.

READINGS:

The readings are available in at least one of the following formats:

1. As direct links to online resources. (In these cases, websites are noted in this syllabus.)
2. On NYU Classes
3. We are going to read large parts of the following books. I recommend that you purchase them, but they should also be available at the NYU library (not necessarily under my name, so search by book title or call number). They should be available in the bookstore or may be purchased from online bookstores. On the online bookstores that I checked, these books cost \$10-12 each.

Acemoglu, Daron and James A. Robinson. A. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown, 2012.

Easterly, William. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2007.

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, 2005.

Because we are studying education in dynamic international environments, and because much of international development and education work relates directly to current political changes, *I may add short readings that are particularly relevant to the topics that we are studying as the course progresses*. While I will avoid unnecessary changes to the syllabus, *I may also need to switch between one or more of the weekly session themes to accommodate guest speakers*. Please check for these updates on NYU Classes. I appreciate your flexibility – a crucial attribute to working in international development and education.

PART I: INTERNATIONAL DEVELOPMENT: DEFINITIONS & THEORIES

WEEK 1 Sept 7: Introductory Class: Poverty and Life in the Global South

Collier, Paul. "Falling behind and falling apart." In *The Bottom Billion*, edited by Paul Collier, 3-13. New York: Oxford University Press, 2007.

Wainaina, Binyavanga. "How to Write About Africa." *Granta* 92: The View from Africa [Essays & Memoir](http://granta.com/how-to-write-about-africa/), December 10, 2008. <http://granta.com/how-to-write-about-africa/>

WEEK 2 Sept 14: What is (international) development?

Nolen, Stephanie. *28 Stories of AIDS in Africa*. London: Portobello Books, 2007. (Excerpt)

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, 2005. 5-50 (Chapters 1, 2).

Sen, Amartya. *Development as freedom*. New York: Anchor Books, 1999. 3-34 (Introduction & Chapter 1).

Shanin, Teodor. "The idea of progress". In *Post-development reader*, edited by Majid Rahnema and Victoria Bawtree, 65-71. London: Zed Books, 1997.

WEEK 3 Sept 21: Explaining differential development

Acemoglu, Daron, and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown, 2012. 1-5, 45-69, 70-87

Isbister, John. *Promises Not Kept*. Bloomfield: Kumarian Press, 2003. 30-65 (Explanations of Underdevelopment); recommended, but not required: 66-101 (Imperialism).

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, 2005, 51-73 (Chapter 3).

WEEK 4 Sept 28: So...how is development promoted? The role of education in development

Special Guest: Chrissie Monaghan

UNESCO. *Education Transforms Lives*. Paris: UNESCO, 2013.
<http://unesdoc.unesco.org/images/0022/002231/223115E.pdf>

UN Millennium Project. "Education and Society: Multiple Benefits, Unrealized Potential". In *Toward universal primary education: investments, incentives, and institutions: Final report*, edited by UN Millennium Project Task Force on Education and Gender Equity, 23-30. London: United Nations Development Programme, 2005.
<http://www.unmillenniumproject.org/documents/Education-complete.pdf>

Monaghan, Chrissie & Elisabeth King. 2016 (under review). "Contextualizing Best Practices in Education in Emergencies: How Theories of Change Can Improve Program Design and Evaluation". **please do not circulate without permission*

WEEK 5 October 5: How Development and promoted is defined in the field

Assignments due – please submit them to NYU Classes prior to class and bring a hard copy to class to discuss

PART II: RESPONSES: AID, ACTORS & PROGRAMS

WEEK 6 Oct 12: Foreign Aid

Easterly, William. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2007. 3-33, 37-55 (Chapters 1 & 2).

Moyo, Dambisa. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. New York: Farrar, Straus and Giroux, 2009. 35-47 (recommended: 48-68).

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, 2005. 266-87, 309-46 (Chapters 14, 16, 17).

UNESCO. *Aid reductions threatened education goals*. Education for All Global Monitoring Report, Policy Paper 13. Paris: UNESCO, 2014.

<http://unesdoc.unesco.org/images/0022/002280/228057E.pdf>

WEEK 7 Oct 19: International Actors & Institutions

De Moura Castro, C. (2002). "The World Bank policies; damned if you do, damned if you don't". *Comparative Education*, 38:4, pp. 387 – 399. Available at:
<https://getit.library.nyu.edu/go/9365835?umlaut.institution=NYU>

Easterly, William. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2007, 210-236 (Chapter 6).

Steiner-Khamsi, Gita. "Donor Logic in the Era of Gates, Buffett and Soros." *Current Issues in Comparative Education* 10 (2008):10-15. <http://files.eric.ed.gov/fulltext/EJ841595.pdf>.

Browse the UNDP website. <http://www.undp.org/content/undp/en/home.html>

Browse USAID website. Among other things, have a look at the education priorities:
<http://www.usaid.gov/who-we-are/organization/bureaus/bureau-economic-growth-education-and-environment/office-education>

WEEK 8 Oct 26: International Non-Governmental Organizations

+ SPOTLIGHT ON GHANA SUMMER 2017 OPPORTUNITIES

Sutton, Margaret, and Robert F. Arnove. "Introduction." In *Civil Society or Shadow State: State/NGO Relations in Education*, edited by Margaret Sutton and Robert F. Arnove, vii-xviii. Charlotte: Information Age Publishing, 2004.

http://books.google.ca/books?id=195tMLoajFYC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Seay, Laura. "After Peace: Education, Non-State Actors, and the Erosion of State Authority in the Eastern DRC." *L'Afrique des Grands Lacs Annuaire 2010-2011* (2011):127-142.
<http://www.ua.ac.be/objs/00310533.pdf>

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

Browse: aiddata.org

Browse: <http://www.ngoaidmap.org/>

WEEK 9 Nov 2: Harnessing education for...

Presentations to focus on (i) economic development and (ii) improving health outcomes

WEEK 10 Nov 9: Harnessing education for...Continued

Presentations to focus on (iii) improving women and girls' lives and (iv) peace

WEEK 11 Nov 16: Doing International Development Work: Guest speaker and/or outing TBD

Nov 23: no class – Happy Thanksgiving!

PART III: INTERNATIONAL DEVELOPMENT & EDUCATION: IDENTIFYING PRIORITIES & THE WAY FORWARD

WEEK 12 November 30: Monitoring & Evaluation -- How do we know if international development projects work?

*American Evaluation Association. AEA 12 International Series: Monitoring and Evaluation
Planning for Projects/Programs. Available at: <https://www.youtube.com/watch?v=ejVmQsxF33Q>*

Karlan, Dean. and Jacob Appel. *More Than Good Intentions: How a New Economics is Helping
to Solve Global Poverty*. New York: Dutton, 2011. 1-38, 191-222 (Chapters 1, 2 and 9).

Munk, Nina. *The Idealist: Jeffrey Sachs and the Quest to End Poverty*. New York: Doubleday,
2013. (Excerpts).

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin
Books, 2005, Chapter 12.

WEEK 13 Dec 7: Community-Driven Development

Acemoglu, Daron, and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown, 2012. Final chapter.

Burde, Dana. 2010. *It takes a village to raise a school*. New York Times. Available at: <http://www.nytimes.com/2010/09/17/opinion/17burde.html>

Cleaver, Frances. "Paradoxes of participation: Questioning participatory approaches to development." *Journal of International Development* 11(1999): 597-612.
http://courses.washington.edu/pbaf531/Cleaver_ParadoxesParticipation.pdf

Easterly, William. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2007. Chapters 10 and 11.

WEEK 14 Dec 14: What is *our* path forward in international development & education?
