

**New York University
Department of Humanities and Social Sciences**

INTE-GE.2028: Politics, Education, and Conflict

Spring 2014
Wednesdays 4:55-6:35
Updated January 30, 2014

Professor: Dana Burde, International Education
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Office Hours: Mondays, 4-6:00pm by appointment. *Please sign up on my door to make an appointment.*

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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 and the politics of promoting education in early reconstruction and peacebuilding. Case studies include Afghanistan, Colombia, Pakistan, Sierra Leone, Syria, and Rwanda, but students are encouraged to explore cases of their choosing.

CLASS STRUCTURE

This class is a seminar. This means that it is based on **group discussion and active participation**. Student discussion leaders will launch the class using discussion points and props of their choosing to facilitate the first half of each session (with the exception of the sessions during which we have guest speakers); I will facilitate the second half. I have invited several guest speakers who are leaders in the field to meet you and present their work during the semester. You will have the opportunity to listen to their insights and to ask questions about their experiences in the field.

COURSE OBJECTIVES

- Students will gain a deeper understanding of the theoretical assumptions regarding causes of conflict and peace;
- Students will learn to assess education programs as part of a short term response to conflict and long term peacebuilding and statebuilding efforts;
- Students will acquire the knowledge necessary for working 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 (5-7 pages): 30%
- Research paper (16-18 pages): 40%

I. PARTICIPATION (30%):

- 1) **Attendance and participation in discussions (10%):** Attendance includes coming to every class on time, commenting on readings, and **active listening** while in class. 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. Please be sure that you **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 as well as the way the pieces inform each other. You will be expected to offer your insights into these arguments during each class.
- 2) **Discussion questions/comments on NYU Classes (10%):** I will create discussion boards on Classes 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 Tuesday by 12:00 noon.** You do not need to submit questions via Classes 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.

- 3) **Group presentation/discussion leaders (10%):** In addition to participating actively in discussions, you will be asked to lead/facilitate the discussion with a colleague(s) for one session during the first half of one class period (sign-up sheet will be distributed in class on Wednesday Sept. 14th). Your goal is to engage your classmates in a lively and critical discussion about the readings. To do so, you may launch the class with a short presentation that includes the following elements: (1) A **very brief—NO LONGER THAN 5 MINUTES—overview** of the main points you gathered from the reading; (2) a **short list of questions designed to critique the readings**. You should include references to the questions your colleagues have posted on the discussion board for that week; and (3) You may also use **props such as a short video clip, game or group activity that you have designed, or a compelling image** to prompt thought-provoking discussion.

You are required to email your presentation outline to me on the **FRIDAY** prior to class; I will review it and send comments or suggestions. In the presentation, you will be evaluated for **content, creativity, and pedagogy**.

II. SHORT WRITING ASSIGNMENT (30%) DUE 6PM MARCH 12th via email

Choose a topic from the first six sessions of the semester. Search for an incident in the news that you think demonstrates a real life example of this issue. Write a critical paper (5-7 pp., double-spaced, 12 pt font, one-inch margins all around) exploring and analyzing this current issue using the readings that we have discussed in class. You may use readings from other classes as well, but all sources should be academic (i.e., peer-reviewed journal articles, academic books).

III. RESEARCH PAPER (40%) DUE MAY 5th AT MIDNIGHT 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 of **NO MORE THAN 250 WORDS** to me on **February 28th** (via email), describing **why your topic is important, your main argument, and listing several sources** (primary and/or secondary—sources not included in word count).

Please look at articles in peer-reviewed journals for examples of good abstracts (e.g., see *Comparative Education Review*, *International Organization*, *International Security* for good samples). 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 rubric of criteria for grading the paper, but the key elements include: Strength and clarity of arguments, quality of analysis, use of sources.

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 "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

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.

By Monday February 3rd, please complete the NYU Wagner Academic Oath form located at: <http://wagner.nyu.edu/students/academicOath>. 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.

REQUIRED BOOKS TO PURCHASE AVAILABLE AT THE NYU BOOKSTORE

Michael Barnett and Thomas Weiss (eds.) (2008). *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca, NY: Cornell University Press.

Karen Mundy and Sarah Dryden-Peterson (eds.) (2011). *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change—A Tribute to Jackie Kirk*. New York: Teachers College Press.

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.

NOTE: Please follow the readings listed on the syllabus, not the ones (only) posted on Blackboard. If you only read the readings on Blackboard you risk missing a set of assignments.

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: If you have a problem locating a reading, first consult a classmate. If you still cannot resolve the issue, let me know. Readings with ** are available via NYU library databases; readings with * are available in your course books; and readings with + are available online via the web. Some readings can be accessed via links, below. Very occasionally I will post a book chapter or article on Classes. These are indicated by ***.

Part I: Understanding Conflict and the Humanitarian Impulse

Jan 29 Session 1: Introduction: War and Education in Emergencies

- Human Security Center. (2012). Human Security Brief from UBC. **Skim “Overview.”** Available: <http://www.hsrgroup.org/docs/Publications/HSR2012/2012HumanSecurityReport-Overview.pdf>
- UNESCO. (2011). *Education for all global monitoring report 2011: The hidden crisis: Armed conflict and education*. Paris: UNESCO. **Skim Chapter 3: Education and Armed Conflict: The Deadly Spirals.** Available: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-contents.pdf>

*****Please visit the INEE site and become a member:**

Inter-Agency Network for Education in Emergencies: <http://www.ineesite.org/>

Feb 5 Session 2: Education, Conflict and Peace **Sign up for discussant assignments**

- Galtung, J. (1969). Violence, peace and peace research, *Journal of Peace Research*. 6 (167-191).**
- 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. http://www.equip123.net/docs/E1-Education_Conflict_Mitigation.pdf
- King, E. (2011). The Multiple Relationships Between Education and Conflict: Reflections of Rwandan Teachers and Students. In Mundy and Dryden-Peterson (eds.) *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change—A Tribute to Jackie Kirk*. New York: Teachers College Press. *
- 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). +

Optional:

- Humphreys, M., & Weinstein, J. (2008). Who fights? The determinants of participation in civil war. *American Journal of Political Science*, 52(2), 436–455. **
- Collier, P., Hoeffler, A., & Rohner, D. (2007). *Beyond greed and grievance: Feasibility and civil war*. (Center for the Study of African Economies Working Paper). Oxford: Oxford University. Available: <http://www.csae.ox.ac.uk/workingpapers/pdfs/2006-10text.pdf>
- Ostby, G., & Urdal, H. (2010). *Education and conflict: A review of quantitative, empirical literature*. Background paper prepared for the Education for All Global Monitoring Report 2011. Paris: UNESCO. Available: <http://unesdoc.unesco.org/images/0019/001907/190777e.pdf>

Feb 12 Session 3: Humanitarianism: History and impulses Discussants

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 ***

Optional:

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

Part II: Actors and Institutions

Feb 19 Session 4: Humanitarians: Who are humanitarian actors? Discussants

- 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).*

Feb 26 Session 5: Government Bilateral Aid Agencies Guest speaker TBA

- Miller-Grandvaux, Y. (2009). Education and fragility: A new framework. *Journal of Education for International Development*, 4(1). **
- Kirk, J. (2011). Education and Fragile States. In Mundy and Dryden-Peterson (eds.) *
- Buckland, P. (2011). Alphabet Soup: Making Sense of the Emerging Global Architecture of Aid to Education in Fragile and Conflict-Affected Situations. In Mundy and Dryden-Peterson (eds.) *
- Torrent, V. (2011). Aid and Education in Fragile States. In Mundy and Dryden-Peterson (eds.) *

Mar 4 Session 6: Protection, Education, and International Law Guest Speaker: Zama Coursen-Neff, Director, Children's Rights Division, Human Rights Watch

- De Waal, Alex. (November 2007). Darfur and the Failure of the Responsibility to Protect. *International Affairs*, 83 (6), pp. 1039-1054. **
- Coursen-Neff, Zama (2010). "Attacks on education: Monitoring and reporting for prevention, early warning, rapid response, and accountability," Paris: UNESCO. Available: <http://unesdoc.unesco.org/images/0018/001867/186732e.pdf>
- Bart, Gregory Raymond. (2010). The ambiguous protection of schools under the law of war: Time for parity with hospitals and religious buildings. UNESCO. Available: <http://unesdoc.unesco.org/images/0018/001867/186732e.pdf>
- Sheppard, B. (2010). Targets of Both Sides: Violence against students, teachers, and schools in Thailand's southern border provinces. New York: Human Rights Watch. Available: http://www.hrw.org/sites/default/files/reports/thailand0910sum_web.pdf

Review legal instruments here: <http://cms01.unesco.org/en/pcpd/post-conflict-post-disaster-education/standards-and-norms/>

Optional:

- 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).
- Also see HRW report on violence against education in Balochistan, Pakistan: Their Future is at Stake: Attacks on Teachers and Schools in Pakistan's Balochistan Province. Available: <http://www.hrw.org/sites/default/files/reports/pakistan1210.pdf>

Mar 11 NO CLASS – CIES ANNUAL CONFERENCE IN TORONTO – PLEASE ATTEND

Mar 19 SPRING BREAK

Mar 26 Session 7: Global norms and standards: International agencies' principles and approaches to working with children affected by conflict Guest Speaker: Lori Heninger, Director, INEE

- Finnemore, M. & Sikkink, K. 1998. "International Norm Dynamics and Political Change." *International Organization*, 52, 4: 887-917.**
- Inter-Agency Network for Education in Emergencies (INEE). (2010). *Minimum standards for education: Preparedness, response, recovery*. New York: INEE +
- UNHCR. (2012). Education strategy. <http://www.unhcr.org/4af7e71d9.html> +

**April 2 Session 8: Violence against humanitarians
Discussants**

- Stoddard, A., Harmer, A., & DiDomenico, V. (April 2009). *Providing aid in insecure environments: Trends in policy and operations*. 2009 Update. Overseas Development Network. Report available online at: <http://www.odi.org.uk/resources/download/3250.pdf>
- 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. ***
- Novelli, M. (2011). Are we all soldiers now? The dangers of the securitization of education and conflict. In Mundy and Dryden-Peterson, eds. *

Part III: Case Studies

**April 9 Session 9: Case study: Syrian crisis and refugee education
Discussants
Possible guest speaker TBA**

- Hinnebush (2012). Syria: from 'authoritarian upgrading' to revolution? *International Affairs*. +
- Ferris, Kirişci and Shaikh (September, 2013). Syrian crisis: Massive displacement, dire needs and a shortage of solutions. *Foreign Policy at Brookings*. +
- Dryden-Peterson, S. Refugee Education: A Global Review. <http://www.unhcr.org/4fe317589.pdf>

**April 16 Session 10: Case study: Weak state and community-based schools in Afghanistan
Discussants**

- Burde, D. and Linden, L. (July 2013). Bringing Education to Afghan Girls: A Randomized Controlled Trial of Village-Based Schools. *American Economic Journal-Applied*. +
- Burde, D. (2011). Innovative methods in education in emergencies research: A randomized trial assessing community-based schools in Afghanistan. In Mundy and Dryden-Peterson, eds. *
- Noury, A. (February 2012). The Taliban and the Schooling Gender Gap in Afghanistan. Working paper. Available: https://espe.conference-services.net/resources/321/2907/pdf/ESPE2012_0560_paper.pdf

**April 23 Session 11: Case study: Colombia Internally Displaced People and peace education
Discussants**

- Chaux, Enrique and Velasco, Ana. (2009) Chapter 8: "Peace Education in Colombia: The Promise of Citizenship Competencies" In ed. Bouvier, *Colombia: Building Peace in a Time of War*. ***
- Brookmeyer, Kathryn, Christopher Henrich, and Mary Schwab-Stone. (2005). Adolescents who witness community violence: Can parent support and prosocial cognitions protect them from committing violence? *Child Development*. 76(4), 917-929. **
- Bar-Tal & Rosen, (2009). Peace Education in Societies Involved in Intractable Conflicts: Direct and Indirect Models, *Review of Educational Research*. **

Optional:

- International Crisis Group (2007). *Colombia's new armed groups*.

**April 30 Session 12: Case Study: Youth bulges and education in Pakistan
Discussants**

- 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. **
- Muhammad Qasim Zaman (2007). Tradition and authority in Deobandi madrasas of South Asia. In Eds. Robert Hefner and Muhammad Qasim Zaman *Schooling Islam: The Culture and Politics of Modern Muslim Education*. Princeton: Princeton University Press. ***

Optional:

- International Crisis Group. (October 2004). *Pakistan: Reforming the education sector*. +

May 7 Session 13: Case Study: Curriculum and Dispute Resolution in Rwanda
Discussants
Possible skype with guest speaker

- King, E. (2009). "From data problems to data points: challenges and opportunities of research in post-genocide Rwanda" in *African Studies Review*, 52(3): 127-48. **
- Paluck, E. and Green, D. (2009). Deference, Dissent, and Dispute Resolution: An Experimental Intervention Using Mass Media to Change Norms and Behavior in Rwanda. *American Political Science Review*. 103(4). **
- King, E. (2010). 2010. "Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding" in *Genocide Studies and Prevention*, 5(3): 293-308. **

Useful Resources:

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

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

Inter-Agency Network for Education in Emergencies: <http://www.ineesite.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/>

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