INTE-GE.2862: International Development and Education
Mondays 2PM-3:40PM
Fall 2011
Room: Bobst LL 1 50
Updated: September 20, 2011

Professor: Dana Burde
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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;
4. **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 October 10th.**

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

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 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

**Part I: Theories and trends in international development**

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

- The Truman Doctrine: http://avalon.law.yale.edu/20th_century/trudoc.asp

**September 19: Empires and colonization**


Optional:

**September 26: Economic theory and human capital**

Optional:

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

Optional:

**PART II: International Institutions**

**October 17: Networks and Social Movements**

Optional:

October 24: **Multinational Organizations: World Bank and the United Nations**

Guest Speaker: TBA


October 31: **International NGOs**

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

- Jarvik, L. (Spring 2007). NGOs: A ‘new class’ in international relations. *Orbis*.

Optional:

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


Optional:


November 14: Climate Change, Sustainable Development, and Education

Guest Speaker: Allison Anderson, 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. 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


Optional:


December 5: Religion and Education


• Evans, A. (Feb 2006). Understanding Madrassahs: How threatening are they? *Foreign Affairs*.


Optional


December 12: Health issues in education


December 14: TBA