INTERNATIONAL DEVELOPMENT AND EDUCATION
INTE-GE 2862

Wednesdays 2PM-3:40PM
Fall 2014

(last updated September 3rd, 2014)

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Office hours: Wednesdays 11-12 drop in; or, please email me to set up an appointment Tuesdays 3-5.

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 students 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 the concept of development, various explanations for differential rates of development, and the ways in which development is measured. 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 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, or politically and socially excluded, and is a common thread across the course.

The course is 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: Learning objectives are for students 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 role in problems and solutions. It is my hope that students 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 willingness of students to participate in the weekly discussions. Marks (30%) will be awarded to students on the basis of their 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. 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. You will not get credit for late submissions.

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

a. Written: Measuring Development (due week 5 at the beginning of class).

Each student will choose a specific country (and one that is unique from other students). For the country you choose, please author a 4-5 page paper (double-spaced, 12-pt font, Times New Roman, 1 inch margins), plus works cited, that answers the following question: What is the best way to measure development in country X?

Review basic information about your country available at the CIA World Factbook. To support your thesis, compare alternate ways to measure “development” (see list below, and feel free to include other indexes) and how your country ranks in these various indexes (today and over time); think about definitions of development and the assumptions underlying each type of measurement; think about the methodologies behind the various measurements; consider if and how education factors in. Consider the readings for week 5. Come to class ready to discuss your paper.

UN Human Development Index: http://hdr.undp.org/en/humandev/

Prosperity Index: http://www.prosperity.com/#/!
Happiness Index: http://www.happyplanetindex.org/data/
Program in Student Assessment (PISA): http://www.oecd.org/pisa/aboutpisa/pisa-2012-participants.htm
World Inequality Database on Education: http://www.education-inequalities.org/

b. Oral: Education and Development (due week 7 or 8)

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, health, gender and human rights) answering the question: *In what ways might education contribute to the specific development outcome you are assigned?*

Consider theory, evidence, and both positive and critical perspectives. Your teaching session should include time for questions from your classmates. You may use the list of possible readings below to kick-start your research. To coincide with your presentation, please hand in a bibliography of sources you used (this may include sources from the list I provide) and a list of approximately 100 pages of reading (a subset of your bibliography), that your group would have included on a syllabus and assigned to your classmates, if given the chance. Please include a brief justification (one paragraph to one page) explaining your choices.

3. FINAL ASSIGNMENT (40%): Mock Job Application in International Development and Education (due date TBD)

You will be asked to write a 10-12 page paper (double-spaced, 12-pt font, Times New Roman, 1 inch margins) that responds to a specific job description in the field of international development and education. The exercise will require you to critically reflect upon the themes of the course, draw on the course readings and conduct some additional research. Details will be provided during the course.

**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.

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. Through NYU’s e-journals
3. On NYU Classes

OR

4. We are going to read large parts of the following books. I recommend that you purchase them, but they should soon also be on reserve 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.

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. Please check for these updates on NYU Classes.

PART I: INTERNATIONAL DEVELOPMENT: DEFINITIONS, EXPLANATIONS & MEASURES

1. Introductory Class: Poverty and Life in the Global South -- September 3


2. What is (international) development?– September 10


3. Explaining Differential Development: Theoretical Approaches – September 17

4. Explaining Differential Development: Contemporary Debates – **September 23**


5. Measuring Development – **Oct 1**

**Mini-assignment due**


No class October 8th (possible library workshop)

PART II: RESPONSES: AID, INSTITUTIONS & ACTORS

6. Foreign Aid – Oct 15


UNESCO. (2013). Education Transforms Lives


Presentations to focus on (i) economic development and (ii) health
8. In what ways might education contribute to development? Continued - Oct 29

Presentations to focus on (iii) gender and (iv) human rights

9. International Actors & Institutions – Nov 5


10. International Non-Governmental Organizations – Nov 12


Browse: aiddata.org
Browse: http://www.ngoaidmap.org/
PART III: INTERNATIONAL DEVELOPMENT: IDENTIFYING PRIORITIES & THE WAY FORWARD

11. Do international development projects work? – Nov 19


12. Participatory/Community-Driven Development – Nov 26


13. TBD – Dec 3

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POSSIBLE READINGS FOR SHORT ASSIGNMENT B:

(*i*) **Economic Development**


(ii) Health


(iii) Gender


(iv) **Human rights**


