New York University  
Department of Humanities and Social Sciences

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

Spring 2017  
Tuesdays/Thursdays 3:30-4:45pm  
Updated January 7, 2017

Professor: Amy Kapit, International Education  
Office: LL Kimball Hall  
Office Hours: Mondays from 5:30 to 7:30pm. By appointment only—if you do not make an appointment, I may not be there. Please email me to make an appointment.

Email address: amy.kapit@nyu.edu

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, Nepal, Nigeria, Sierra Leone, and Syria, but students are encouraged to explore cases of their choosing.

CLASS STRUCTURE

This is 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%
- Weekly response papers (2-3 pages) 30%
- Research paper (16-18 pages): 40%

Please note that this is a computer/phone/tablet free class.

**Laptop policy:** I request that you not bring laptops to class. This is for several reasons. First, this is a seminar that revolves around participation and contribution from your classmates. Conversation flows better when it is not disrupted by technology. Second, it is very difficult not to do other things (e.g., check email or facebook) when your laptop is open. Since multitasking interferes with learning, it can undermine your performance in the class and distract people around you. Third, data shows that taking notes by hand allows you to process and understand material better than taking notes on your computer. With hand-written notes, you end up synthesizing and summarizing material as you hear it, which improves learning.

To read more about these issues, please see the following: [http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/](http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/). Of course anyone who needs special accommodations should see below and come see me.

**I. PARTICIPATION (30%):**

1) **Attendance and participation in discussions (15%):** 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.

2) **Group presentation/discussion leaders (15%):** 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 Tuesday January 31st). 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/discussion outline to me on the FRIDAY prior to class; I will review it and send comments or suggestions. You will be evaluated for **content, creativity, and pedagogy.**
II. WEEKLY RESPONSE PAPERS (30%) EVERY TUESDAY BY 2PM via email

During most weeks of the semester, you are required to submit a short response (2-3 page, double spaced) response paper reflecting on and analyzing the readings for that week. These papers are intended to help you engage with the readings in preparation for in-class discussions. The papers do not need to discuss each of the readings for the week, but you should consider the similarities and differences between the authors’ positions as well as the way the pieces inform each other. Below, I have listed a few questions to consider when doing each week’s readings. Your weekly response paper can discuss those questions, but please feel free to raise questions of your own or take your response paper in a different direction.

You do not need to submit a response paper for the week that you are responsible for leading the class discussion, and you may choose one additional week during the semester for which you do not need to submit a response paper.

III. RESEARCH PAPER (40%) DUE MAY 9th 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 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: amy.kapit@nyu.edu in Word (not PDF or Pages). 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. Please label your documents with your first or last name.

*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.

If you have not already done so in another class, by Monday February 8th, 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 READING

The required readings are available on line via the NYU Classes webpage. Required readings that are not located in the books, or on NYU Classes, 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 NYU Classes. If you only read the readings on NYU Classes 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 NYU Classes. Please check for these updates.
# COURSE OUTLINE

## Part I: Introduction to Conflict, Education and the Humanitarian Impulse

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<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>January 24</td>
<td>Conflict, Education, and Aid</td>
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<tr>
<td>2</td>
<td>January 31</td>
<td>Introduction to Education in Emergencies</td>
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<td><em>Substitute Instructor: To be confirmed</em></td>
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<td><em>Discussants</em></td>
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<td>3</td>
<td>February 7</td>
<td>Theoretical Perspectives on Education and Conflict</td>
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## Part II: Global Institutions & Education in Emergencies

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<tr>
<td>4</td>
<td>February 14</td>
<td>International Norms and Education</td>
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<td><em>Discussants</em></td>
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<td>5</td>
<td>February 21</td>
<td>Humanitarianism and Humanitarian Actors</td>
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<td><em>Discussants</em></td>
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<td>6</td>
<td>February 28</td>
<td>Financing EiE: Commissions, coalitions, catalysts and their funding</td>
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<td>efforts</td>
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<td>*Guest Speaker: Justin Van Fleet, Ph.D., Chief of Staff Office of the</td>
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<td>UN Special Envoy for Global Education</td>
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<td>7</td>
<td>March 7</td>
<td>Aid Effectiveness and Sustaining Educational Gains</td>
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<td><em>Discussants</em></td>
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<td><em>250 word abstract for final paper due</em></td>
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## Part III: Issues and Case Studies in Education in Emergencies

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>8</td>
<td>March 21</td>
<td>Community-based Education in Afghanistan &amp; Pakistan</td>
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<td>*Guest Speaker: Mohammad Amin Saqidi, Senior Research Manager, ALSE</td>
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<td><em>Note: We will likely reschedule this class to align with when Mr. Sadiqi will be in NYC in early March and since I will be out of town on March 21 and</em></td>
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<td>9</td>
<td>March 28*</td>
<td>Peace Education &amp; Countering Extremism in Nigeria</td>
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<td><em>Substitute Instructor: Naomi Moland</em></td>
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<td><em>Discussants</em></td>
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<td>10</td>
<td>April 4</td>
<td>The Syrian Crisis, Forced Migration, and Refugee Education</td>
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<td><em>Discussants</em></td>
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<td>11</td>
<td>April 11</td>
<td>Child Recruits, Education, and Demobilization in Sierra Leone</td>
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<td><em>Discussants</em></td>
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<td>12</td>
<td>April 18</td>
<td>Conflict, Dropout, and the Right to Education in Colombia</td>
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<td>*Guest Speaker: Cristal Downing, Program Officer, Global Coalition to</td>
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<td>Protect Education from Attack</td>
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<td>13</td>
<td>April 25</td>
<td>Attacks on Education in Nepal</td>
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<td><em>Discussants</em></td>
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<td>14</td>
<td>May 2</td>
<td>TBD—As a group, the class will decide what the focus of this session will be. A few possible topics are: girls’ education in areas of armed conflict; education and psychosocial support; or education sector planning and preparedness for conflict. During the first class, I’ll ask you to brainstorm ideas and bring them with you the second week. We’ll vote on a topic.</td>
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*Note: We will likely reschedule this class to align with when Mr. Sadiqi will be in NYC in early March and since I will be out of town on March 21 and*
COURSE SCHEDULE

Part I: Introduction to Conflict, Education, and the Humanitarian Impulse

**Jan 24 Session 1: Conflict, Education, and Aid**
This class provides an introduction to the relationships between education and conflict and examines the role of international aid in ensure that children have access to education in situations of conflict, in mitigating conflict, and in building peace. Consider: what are the proven relationships between education and conflict? Do the readings for this first week ignore any factors that might shape the relationship between education and conflict?

***Note: we will spend the last few minutes of class signing up for discussant assignments for the rest of the semester.***


Optional:

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

**Jan 31 Session 2: Introduction to Education in Emergencies**
Substitute Instructor: Dean Brooks, Director, Inter-Agency Network for Education in Emergencies

**Discussants**

This week serves as an introduction to the field of Education in Emergencies. We look at the formation of the Inter-Agency Network for Education in Emergencies (INEE) and how humanitarian actors try to address the relationships between education and conflict. Consider:
what are the goals of education in emergencies? What aspects of the relationship between education and conflict does the field focus on? How do humanitarians try to intervene in this relationship and what challenges are there to assessing how successful these interventions are?


February 7: Session 3  
**Theoretical Perspectives on Conflict and Fragility**

*In this week’s class, we examine different theories on why conflict occurs. Consider: what is the role of education in either exacerbating or mitigating conflict according to each theoretical perspective? Do you find any perspective(s) more or less convincing than the others? Why?*


Optional:

**Part II: Global Institutions & Education in Emergencies**

Feb 14  
**Session 4: International Norms & Education**

*Discussants*

*This week, we study how international norms and institutions are created and spread, including how they shape the work of international organizations. Consider: What different types of international norms exist? Thinking back to the second week of class, what kind of normative change does the education in emergencies movement seek to inspire?*


Feb 21 Session 5: Humanitarianism and Humanitarian Actors
Discussants
This class examines the history of humanitarianism, the structure of the humanitarian aid system, and describes the actors who provide international aid. In reading, consider the relationship between agency, power, and aid effectiveness. This week, we’ll also read a draft of one of my articles. Please feel free to write this week’s response paper critiquing my article and discussing what you find compelling or unconvincing! Also consider: where does power and influence lie within the humanitarian aid system, according to these articles? Do you think these articles neglect any characteristics of aid in making these arguments? What needs to change in order to improve the effectiveness of aid?


Kapit, A. Implementation Brokers – draft article.

Feb 28 Session 6: Resources for EiE: Commissions, coalitions, catalysts and their funding efforts
Guest speaker: Justin Van Fleet, Ph.D., Chief of Staff Office of the UN Special Envoy for Global Education
This class considers the funding gap in aid to education in general and to education in emergencies more specifically. The readings focus on different strategies for securing funding for aid to education. Please do browse some of the websites listed to below to gain more of a sense of the types of financing partnerships that exist. Consider: Who funds education in emergencies? What types of arguments or talking points would you use to convince these funders to invest in education in areas of armed conflict? How would these talking points differ depending on who you were speaking to?

Optional:

Browse the following websites:
- Global Partnership for Education: [http://www.globalpartnership.org/funding](http://www.globalpartnership.org/funding)
- Malala Fund: [https://www.malala.org/about](https://www.malala.org/about)

**March 7 Session 7: Aid Effectiveness & Sustaining Educational Gains**

**Discussants**

*This week considers aid effectiveness in education, as well as the gap between humanitarian aid and development aid and the implications of that gap for the possibility of sustaining any gains achieved. Consider: What is sustainability and what kind of mechanisms would need to be in place to sustain any gains made from humanitarian aid to education? What challenges exist to sustaining and continuing to improve educational outcomes?*

**This week is CIES. How many people in the class are planning to go to the conference?**


**Part III: Issues & Case Studies in Education in Emergencies**

*This third section of the course consists of a series of case studies of education in emergencies problems and interventions. Try to think about each week’s readings in the context of the theories and perspectives that we’ve studied so far this semester. For example, you might consider: What is the relationship between education and conflict that each week’s readings describe and/or seek to address? What international norms does the problem impede or the intervention support? Who are the actors who might implement the intervention(s), who might*
fund them, and how the intervention operate differently with different implementers or funders? How sustainable does the intervention seem?

Mar 14  SPRING BREAK

Mar 21  Session 8: Girls and Community-based Education in Afghanistan & Pakistan
Guest Speaker: Mohammad Amin Sadiqi, Senior Research Manager, Assessment of Learning Outcomes and Social Effects of Community-based Education in Afghanistan

**This week’s class is likely to be rescheduled.**


Mar 28  Session 9: Peace Education & Countering Extremism in Nigeria
Substitute Instructor: Naomi Moland

Discussants


Optional:

Apr 4  Session 10: The Syrian Crisis, Forced Migration, and Refugee Education
Discussants

**Optional:**

**Apr 11** 
**Session 11: Child Recruits, Education, and Demobilization in Sierra Leone Discussants**


**Optional:**

**Apr 18** 
**Session 12: Conflict, Dropout, and the Right to Education in Colombia** 
**Guest Speaker:** Cristal Downing, Program Officer, Global Coalition to Protect Education from Attack


• **Browse the following websites:**

Apr 25  Session 13: Attacks on Education in Nepal

  - **Browse**: The website of the Global Coalition to Protect Education from Attack – [www.protectingeducation.org](http://www.protectingeducation.org)

Optional:


May 2  Session 14: TBD – The Class Chooses

*This topics covered in this syllabus are not exhaustive of the education in emergencies field. The goal of the final week is for the class to decide together what area it would like to examine.*

**Useful Resources:**


Inter-Agency Network for Education in Emergencies: http://www.ineesite.org/
    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/
Brookings Institution Center for Universal Education: https://www.brookings.edu/center/center-for-universal-education/
Global Coalition to Protect Education from Attack: http://www.protectingeducation.org