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**INTERNATIONAL DEVELOPMENT AND EDUCATION:**

**EXPERIENCES FROM THE FIELD**

June 1 - June 11, 2021   
T 6/1, W 6/2, F 6/4, M 6/7, W 6/9, F 6/11, 10:00am - 1:00pm (EDT)

NYU Steinhardt, Applied Statistics, Social Science, and Humanities Department

International Education Program

INTE-GE 2865, Section 099, Class #5821

3 credits

***In progress ~ last updated March 22, 2021***

**Instructor:** Prof. Elisabeth King

**Office hours:** By appointment

**Office hours zoom link:** https://nyu.zoom.us/j/9498134375

**Instructor Contact Information:** [e.king@nyu.edu](mailto:e.king@nyu.edu)

**Instructor Preferred Contact Procedure:** I will respond to emails M-F 9AM-5PM. I will periodically check email inquiries on the weekend of June 5th-6th.

# Course Description

How do local and international actors think about the role of education in international development, and how does this translate to practice? What are the practical challenges and opportunities of implementing education programming in the global south? What programs and approaches are most successful and why?

Participants in this online summer intensive course will attempt to find answers to these questions while also contemplating the specific challenges and opportunities that face organizations in the time of COVID-19. Through discussions with professionals in the field, student interviews with international practitioners, and case studies from multiple countries, students will learn how international development education actors engage in their work, reflect on the importance of flexibility and context, and deepen their understanding of education and international development.

## Course commitment

This is an intensive course. You will need to dedicate about 3-4 hours per day to this class each day from June 1-11, including synchronous time from 10:00 am - 1:00 pm for scheduled classes. This estimate includes preparation, reading, and assignments, but not the final assignment. (There will also be a few hours of reading to do in advance of the first class.).

All requirements will be further discussed in class. You are also always invited to discuss the requirements, your ideas, and other issues with me.

## Course Meeting Schedule

**Synchronous:** education that is done live, and at the same time, like a Zoom meeting.

**Asynchronous:** a general term used to describe forms of education, instruction, and learning that **do not** occur in the same place or at the same time.

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| **Type of Instruction** | **Theme(s)** | **Date(s)** |
| Synchronous Zoom Meeting | **Theme:** The Role of Education in International Development | Tuesday, June 1, 2021 |
| Synchronous Zoom Meeting | **Theme:** Access and Quality Education | Wednesday, June 2, 2021 |
| Synchronous Zoom Meeting | **Theme:** From Local Context to International Education | Friday, June 4, 2021 |
| Synchronous Zoom Meeting | **Theme:** International Development Actors and Projects | Monday, June 7, 2021 |
| Synchronous Zoom Meeting | **Theme:** Education in the Time of COVID-19 | Wednesday, June 9, 2021 |
| Synchronous Zoom Meeting | **Theme:** Learning from Our Experiences in the Field | Friday, June 11, 2021 |

## Plan of Study

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| pre-class - June 1 | **Theme:** The Role of Education in International Development |
| Welcome! I am so excited to be embarking on this intensive course with you! In our first class, we will get to know one another, talk about our interests and/or experience in international development and/or international education, and work through the syllabus and class expectations. We will also discuss aspirations for education in international development.  **Readings to complete before class:**   1. Harber, Education and International Development, Chapter 1 (available as free sample at: <https://play.google.com/store/books/details/Clive_Harber_Education_and_International_Developme?id=3m5tCQAAQBAJ>) 2. UNESCO. Education Transforms Lives. Paris: UNESCO, 2013. <http://unesdoc.unesco.org/images/0022/002231/223115E.pdf> 3. Wainaina, Binyavanga. “How to Write About Africa.” Granta 92: The View from Africa Essays & Memoir, December 10, 2008. <http://granta.com/how-to-write-about-africa/>   **If you are new to issues of international development**, I also recommend Paul Collier's chapter “Falling behind and falling apart” from The Bottom Billion (pp.3-13) (in Resources).  **If you are new to qualitative research**, I recommend Emerson et al's Writing Ethnographic Fieldnotes, Chapter 2: "In the Field: Participating, Observing, and Jotting Notes" (pp. 21-43). This is a helpful resource for all as a foundation for assignments (in Resources).  **Zoom Class Session Dates:** June 1st @ 10:00am - 1:00pm (EDT)  **Assignment: Questions for guests due Wednesday June 2nd, before class** |

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| June 2-3, 2021 | **Theme:** Access and Quality |
| In this part of the class, we will focus on the questions of access and quality education in developing contexts to meet the following objectives for the day:   * Critically engage with the readings. * Go on a "virtual field trip" to learn first-hand about issues of access and quality and take field notes. (In 2020, we met IE MA grad Dogon Nshimiyimana who was a student, then a teacher in Gihembe refugee camp in northern Rwanda). * Discuss the upcoming interview assignment and use the readings to plan for your interviews with local education actors that you will conduct later this week.   **Readings to complete before class:**   1. Harber, Chapter 3 on access to education, Schooling in Sub-Saharan Africa: Policy, Practice, and Patterns, Palgrave Macmillan US, 2017. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=4913714>. 2. Harber, Education and International Development, Chapter 2 (available as a free sample at, read-only pp.32-44 on quality education) <https://play.google.com/store/books/details/Clive_Harber_Education_and_International_Developme?id=3m5tCQAAQBAJ>)   And read **ONE** of the following:   * Seidu Alhassan and Vincent Adzahlie-Mensah. 2010. Teachers & Access to Schooling in Ghana, Create Pathways to Access, Research Monograph No. 4. * Boakye-Amponsah, Abraham, Ebenezer Kofi Enninful, Emmanuel Kwabena Anin, and Patience Vanderpuye. 2015. “Achieve Quality Education in Ghana: The Spotlight on Primary Education within the Kumasi Metropolis” Journal of Education and Practice 6(17): pp.9-22. * Akaguri, Luke. 2014. “Fee-free public or low-fee private basic education in rural Ghana: how does the cost influence the choice of the poor?” Compare: A Journal of Comparative and International Education, 44(2):140-161   **Zoom Class Session Dates:** June 2nd @ 10:00am - 1:00pm (EDT)  **Assignments:**  **On June 3rd, students will complete their interviews with educators in the Global South.**  **Questions for guests due Friday June 4th, before class**  **Interview a student or educator key take-aways due Friday June 4th, before class** |

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| June 4, 2021 | **Theme:** From Local Context to International Education |
| In this part of the class, we examine issues related to access and quality education in the Global South. This serves as a foundation before we begin considering the ways in which the international community engages in international development and education. We will complete the following objectives:   * Report back from our interviews with educators from the Global South * Take a "virtual field trip" and take field notes. (In 2020, we virtually travelled to Iraq to meet IE grad Kylie Garner) * Consider the following questions: How do local and international actors think about the role of education in international development and the role of international development practitioners in education in developing contexts? What are the practical challenges and opportunities of implementing education programming in the global south?   **Readings to complete before class:**   1. Harber, Education, and International Development, Chapter 12 & 16 (in Resources). 2. “Transitioning from the MDGs to the SDGs”. Video available at: <http://www.gh.undp.org/content/ghana/en/home/sustainable-development-goals/background.html> (3 minutes)   **Zoom Class Session Dates:** June 4th @ 10:00am - 1:00pm (EDT)  **Assignments:**  **Fieldnotes #1 due Sunday June 6th, 11:55pm**  **Questions for guests due Monday June 7th, before class** |

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| June 7, 2021 | **Theme:** International Development Actors and Projects |
| In this part of the course, we will consider: What are some of the education programs implemented by international development and international educator actors? What are the practical challenges and opportunities of implementing education programming in the global south? What programs and approaches are most successful and why. We will complete the following objectives:   * Take "virtual field trips" and take field notes (In 2020, we virtually travelled to Ghana to meet with Patricia Wilkins, the founder, and director of BASICS and to Washington DC to meet with IE grad Kimberley Parekh). * Critically discuss international involvement in education and development with a panel of recent IE MA grads.   **Readings to complete before class:**   1. Karlan, Dean and Jacob Appel. 2011. More Than Good Intentions: How a New Economics is Helping to Solve Global Poverty. New York: Dutton, Chapter 9. 2. BASICS newsletter from guest speaker Patricia Wilkins. <https://basicsinternational.org/april-2020-newsletter/>   **Zoom Class Session Dates:** June 7th @ 10:00am - 1:00pm (EDT)  **Assignments:**  **COVID-19 resources due Monday June 7th, 11:55pm**  **Questions for guests due Wednesday June 9th, before class** |

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| June 7-8, 2021 | **Theme:** Education in the Time of COVID-19 |
| In this part of the course, we will consider the many challenges to international development and education during the current pandemic.  In 2020, we also embarked on virtual field trips to Ghana to meet with Samuel Afrane, from The Hunger Project, and to Sierra Leone to speak with Arja Dayal, Country Director of Innovations for Poverty Action (IPA), Sierra Leone & Liberia.  **Readings to complete before class:**  Students will each contribute 2 readings. Read as many as possible and be ready to speak about yours and other readings.  Note: My co-author Birte Sniltsveit wrote “To get a sense of the volume of work on other topics we asked one of our research assistants [to] spend 60 minutes to identify as many resources, policy briefs, guides, resource hubs, etc. focusing on COVID-19 and education. He identified more than one new source per minute, being constrained by keeping a record, rather than any lack of available resources….Much of this work is highly valuable and all of it well-intentioned. But when we as researchers struggle to keep up, how will time-pressed decision-makers make sense of it all? There is a wide range in the quality and reliability of research, and the outpouring of information and research on COVID-19 presents challenges for evidence users in separating out what is trustworthy from what is not. ”  [Read the whole blog here: <https://www.3ieimpact.org/blogs/addressing-need-timely-and-reliable-evidence-time-covid-19?utm_source=Subscribe+to+3ie&utm_campaign=1db0cf0f84-EMAIL_CAMPAIGN_2020_05-covid-blog&utm_medium=email&utm_term=0_58acc0a9f7-1db0cf0f84-305165089&ct=t(EMAIL_CAMPAIGN_5_18_2020-covid-blog)&goal=0_58acc0a9f7-1db0cf0f84-305165089&mc_cid=1db0cf0f84&mc_eid=f1ceb5e0d3>]  **Zoom Class Session Dates:** June 9th @ 10:00am - 1:00pm (EDT)  **Assignment:**  **Fieldnotes #2 due Thursday June 10th, 11:55pm** |

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| June 9-10, 2021 | **Theme:** Learning from Our Experiences in the Field |
| In this final class, we will undertake a simulation to pull together our learning and work together as a team. We will also share and reflect on our experiences throughout the course and think forward to the final assignment.  **Readings to complete before class:**  Please read the simulation material (3 documents, available in Resources). We will vote at the beginning of class and choose one of the two scenarios (Zimbabwe or Zamborra) to build upon in class. I chose the scenarios based on issues that have arisen and particularly interested you throughout the class. The Zimbabwe scenario focuses on a teacher crisis. While it dates to the mid-2000s, these same issues largely remain and one can imagine many of them re-emerging as particularly salient after COVID. The fictional Zamborra scenario emphasizes education in emergencies as well as gender considerations.  Please also read over all of your class notes to prepare for the simulation and our wider conversation.  **Zoom Class Session Dates:** June 11th @ 10:00am - 1:00pm (EDT)  **Assignment:**  You have the next few weeks to work on your final assignment. Your topic must be submitted by **Monday June 14th, 11:55pm**, and the full assignment is due on **Sunday June 27th, 11:55pm**. |

## Text and Readings

### Course readings can be accessed via NYU Classes in the Resources section of the site.

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### Assignments

1. **SEMINAR PARTICIPATION (20%)**

The success of this course depends on your willingness, and that of your classmates, to participate in (what may be difficult) discussions in an atmosphere of open academic dialogue. While guests may offer brief talks, the course will be primarily seminar-style. Participation does not simply mean “talking in class”. It means being present, on time, prepared, and engaged. Please prepare for each session by carefully reading and thinking about the assigned readings. Complete preparatory assignments on time, including posting questions for guests. Participation also means working as a team and being respectful of the strength and variety of backgrounds you each bring to this unique shared experience. Students will also have the opportunity to moderate a discussion as part of your seminar participation.

**Questions for guests DUE: before class Wednesday June 2nd; Friday June 4th; Monday June 7th; Wednesday June 9th**

1. **INTERVIEW A STUDENT OR EDUCATOR IN THE GLOBAL SOUTH (individual assignment or in pairs) (10%)**

You will conduct a (minimum) 30-minute interview with a student or educator from a developing country context. I will provide a list of interviewees, but if you have someone you would like to interview instead, you may propose to do so. You are responsible for coming up with a list of questions. Take notes during the interview. Please submit (individually) a list of 5 bullet points of key findings/points you will take away from the interview. Think about the interview as informing your final assignment. In class, we will discuss your findings and share ideas, commonalities, differences, challenges, etc.

**Due: Friday June 4th 12pm (before class).**

1. **FIELD NOTES (10% each for a total of 20%)**

As a way to digest our experiences, to help build research skills crucial to working in international development, to begin to unpack your real-world observations as they compare to academic studies, and to prepare for your final assignment, you are required to submit 2 sets of field notes, each drawing on a “virtual field trip” or guest speaker in light of its related course theme. Each set of notes should be 2-3 pages double-spaced. As per the advice below, while your fieldnotes can and should be written to yourself, and maybe personal, they should also be understandable to me, an outside reader. Think of your field notes as informing your final assignment.

“Under most circumstances, a researcher writes fieldnotes immediately for herself as a future reader. This absence of an actual reader allows the researcher to write in relaxed and shifting styles…In this sense, field notes should be written ‘loosely’ and flowingly…In practice, however, the researcher-writer might have in mind actual readers other than herself. Student researchers, in particular, ordinarily submit their fieldnotes to an instructor and write notes for that reader…Here, field researchers might self-consciously write with actual readers in mind, producing accounts explicitly oriented to these others’ knowledge and concerns. One common effect of writing with such readers in mind is to include more details of background and context to make fieldnotes more accessible.” (Emerson et al. 1995, p.92).

**Fieldnotes 3A Due: Sunday June 6th, 11:55pm**

**Fieldnotes 3B Due: Thursday June 10th, 11:55pm**

1. **COVID-19 & INT’L EDUCATION/DEVELOPMENT RESOURCES (10%)**

Please search the internet, read through resources about COVID and international education/development, and choose 2 to upload to a forum on NYU Classes. If someone has already uploaded the ones you chose, choose different ones. Write a couple of sentences as to what is in this resource and why you chose it.

**Due: Monday June 7th, 11:55pm**

1. **FINAL ASSIGNMENT (5% topic + 35% final for a total of 40%)**

USAID often solicits proposals from American-based International NGOs to implement educational programming in developing countries. Based on your experiences in this course, imagine you have been asked to deliver a lecture at USAID entitled “Improving Education XXXXX: Lessons and Reflections for American NGOs”. (XXXXX could be: in Ghana, in the Global South, During the Coronavirus Pandemic, for Girls, or something else you may wish to propose). The audience members intend to use your ideas to identify strategic priorities for US-funded educational programming.

* 1. Please tell me the topic of your paper (what will be XXXXX) by **June 14th, 11:55pm** (5%)
  2. Please write and submit the lecture (5-8 pp, 12-point font, double-spaced + works cited) that you would deliver. Please record yourself delivering the speech (using NYU Stream or Zoom recordings) and submit it alongside your paper. While not required, you are welcome to use slides or other visual aids in your presentation.
  3. The paper and video must be uploaded to NYU Classes no later than **June 27th, 11:55pm**. Your assignment must include proper references (in-text and works cited). You are welcome, but not required, to conduct additional research beyond the course texts.

In case you are interested in a speech I wrote and delivered a few years ago to 300 social studies and history teachers in Canada at a conference on conflict, reconciliation, and commemoration, see: <https://18798-presscdn-pagely.netdna-ssl.com/e_king/wp-content/uploads/sites/1791/2015/06/OHASSTA-talk.pdf>

### LATE ASSIGNMENTS

I am unable to accept late assignments in this class, except under extraordinary circumstances. Timely submission of the assignments is crucial to the unfolding of the class.

### ACCESSING AND SUBMITTING ASSIGNMENTS

You are required to submit your assignments via NYU Classes and they will go through Turnitin.com.

## Grading, Classroom and Attendance Policies, and Other Information

### ATTENDANCE AND LATENESS

If you suspect you will not be in class, please contact me in advance. This class is designed on the expectation that every student will attend every class. Except under extraordinary circumstances, the class policy is that if you miss more than one class, this will result in a full grade reduction. Two (2) latenesses also count as an absence.

### STATEMENT ON ACADEMIC INTEGRITY

"*Your degree should represent genuine learning*"

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

1. Cheat on an exam;
2. Submit the same work for two different courses without prior permission from your professors;
3. Receive help on a take-home examination that calls for independent work;
4. Plagiarize.

### DISCIPLINARY SANCTIONS

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

Please be sure to read the whole Statement: <http://steinhardt.nyu.edu/policies/academic_integrity>

### NYU MOSES CENTER FOR STUDENTS WITH DISABILITIES

NYU's Henry and Lucy Moses Center for Students with Disabilities provides comprehensive services and programs for NYU undergraduate and graduate students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychological impairments. The Moses Center functions to determine qualified disability status and to assist students in obtaining appropriate accommodations and services. Services provided are designed to encourage independence and self-advocacy, backed by a comprehensive system of support.

The Center is located at 726 Broadway, 2nd Floor, New York, New York 10003.

Phone and TTY: 212-998-4980; Fax: 212-995-4114;

Web: <http://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>

### GRADING CRITERIA FOR WRITTEN ASSIGNMENTS

A: Outstanding Students who earn an A for class participation are consistently present and prepared for class, synthesize course materials, contribute insightfully and analytically, listen well to others, and generally move the discussion forward and are actively engaged each class.

For written work, an “A” applies to outstanding student writing. A grade of “A” indicates not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but also sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues. An “A” paper is excellent in nearly all respects:

• It is well argued and well organized, with a clear thesis

• It is well developed with content that is specific, interesting, appropriate, and convincing

• It has logical transitions that contribute to a fluent style of writing

• It has few, if any, mechanical, grammatical, spelling, or diction errors

• It demonstrates command of a mature, unpretentious diction

B: Good Students who earn a B for class participation generally contribute consistently and thoughtfully and listen well to other but may be less consistent in their participation and/or their presence in class and may be less likely to move discussion forward with their contributions.

On written assignments, a “B” is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material. A “B” paper shares most characteristics of an “A” paper, but

• It may have some minor weaknesses in its argumentation

• It may have some minor lapses in organization and development

• It may contain some sentence structures that are awkward or ineffective

• It may have minor mechanical, grammatical, or diction problems

• It may be less distinguished in its use of language

C: Adequate Students who earn a C for class participation do not contribute regularly and may be absent from class regularly and/or their contributions to class discussion are often tangential and unclear and they do not listen well to others.

Written work receiving a “C” is of fair overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student’s command of the material or problems with presentation. A “C” paper is generally competent; it is the average performance. Compared to a “B” paper,

• It may have a weaker thesis and less effective development.

• It may have serious shortcomings in its argumentation

• It may contain some lapses in organization

• It may have poor or awkward transitions

• It may have less varied sentence structures that tend toward monotony

• It may have more mechanical, grammatical, and diction problems

D: Unsatisfactory Students who earn a D for class participation have spotty attendance, come to class unprepared, and make comments that are off-topic. On written work, the grade of “D” indicates significant problems with the student’s work, such as a shallow understanding of the material or poor writing.

• It presents no clear thesis

• It displays major organizational problems

• It lacks adequate support for its thesis

• It includes irrelevant details

• It includes confusing transitions or lacks transitions altogether

• It fails to fulfill the assignment

• It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction or syntax, which impedes understanding

F: Failed Students who earn an F for class participation also have spotty attendance, come to class unprepared, fail to participate, demonstrate lack of engagement, and might create a hostile environment in the classroom. On written work, an “F” is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, fails to follow the directions in an assignment, or fails to hand in an assignment.

NOTE: Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade. \*\*

*This rubric is borrowed from Prof. Lisa Stulberg and adapted from those developed by Prof. Fabienne Doucet and Prof. Helen Nissenbaum, NYU Steinhardt.*