

## **POLITICAL ISSUES IN INTERNATIONAL EDUCATION**

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Office hours: By appointment Tuesdays 10am-12pm; other times as necessary

TAs:

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### **Course Overview & Objectives:**

Drawing from political science and comparative and international education, this course analyzes the ways in which education is connected to micro-level attitudes and behaviors and to macro-level social processes such as democratization, peace, conflict, and development around the world. Based in theory, research, and current events, the course interrogates prevailing common-sense notions of education and explores the different ways that education has been understood to contribute to social change.

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The course aims to:

- explore the different ways that education has been understood to contribute to social change within and across countries;
- analyze how education affects political issues and how political issues affect education;
- interrogate prevailing common-sense notions of education and schooling;
- integrate current events into themes and theories;
- nurture a community of thinkers inside and outside of the classroom;
- develop skills in critical thinking and in oral and written presentation; and
- gain experience with grant writing, an important professional skill.

### **Requirements and 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.

**\*\*Note: *International Education PhD students*:** Please see separate attachment detailing your assignments.

**Participation:** Marks (20%) will be awarded to students on the basis of their general participation in the weekly lectures and recitations. Participation does not simply mean attendance, or even “talking in class.” Please prepare for each session by carefully reading and thinking about the assigned readings. 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.

**Recitations:** There will be recitations every week unless otherwise noted in the reading list below or announced in class.

**Critical Reading Responses (8%):** We know that it is sometimes hard to speak in front of large groups. In order to make this process easier for you, we ask that you keep ongoing weekly critical reading responses. These responses can help guide your weekly participation during lecture and recitation and help organize your thinking prior to coming to class. In addition, it is an excellent opportunity to improve your writing skills, and will provide the basis discussions in recitations. Critical reading responses should include "big ideas," questions, comments and insights from the weekly readings. In addition, they should demonstrate awareness of how the different readings and ideas speak to each other. They are not summaries of the readings. Specifically, you should report on:

- What is the main argument of each of the reading(s)?

Also choose *at least one* of following and answer it for *at least two* of the readings OR choose *one reading* and answer at least *four* of the following questions. Please list the questions you are answering in your response.

- What theoretical framework/position is the author(s) taking?
- What are the gaps in the argument/evidence? How can we criticize this position?
- How do authors' arguments speak to each other (from this week and other weeks' readings)? Where do they agree/ disagree?
- What is the discipline, methodological design and unit of analysis of the reading(s)?
- What was meaningful, memorable, surprising, and thought-provoking in the reading(s)?
- What questions emerged for you from these reading(s)?

You are required to submit 8 critical response papers. Grading for each will follow a 0/0.5/1 score. Responses should be posted on NYU Classes in your recitation sections folder under the lecture date and title. Weekly journal entries must be submitted via NYU Classes no later than 24 hours before class (Sundays 4:55pm).

For direct and indirect quotes, we ask that you please follow normal citation guidelines (APA, Chicago Style). That means include the Name, Year and page number for all citations. As a general guideline we expect your submissions to be between 250 and 500 words long (please note the number of words at the end of each entry).

**Mini-Presentation (2%):** All students are invited to present a very brief (3 minutes maximum) news update – an article, news story, new report, survey, etc. that relates to one week's themes and/or readings. In your presentation, please introduce yourself, explain the source (i.e. title, NYTimes, date), the key argument and ideas, and how you think it relates to class. We will randomly draw and assign dates during the first class. Please coordinate with your classmates presenting on the same day in order not to duplicate one another.

**Short Research Paper (30%):** Students will write individual argumentative research essays responding to one among a choice of assigned questions. Due: Friday April 1<sup>st</sup> at 11:59pm.

**Grant Proposal (40%):** For this assignment, you will work in a group to prepare a grant proposal for either a *research study* or for an *applied project* in response to a call for grants that will be provided in class. The purpose of this grant proposal project is to provide you with exposure to the proposal process and equip you with some practical tools relevant to the field of International Comparative Education. You will work in teams of three or four with each member primarily responsible for one of the grant sections. You will be assigned both an individual grade (25%) and a group grade (15%). PhD students will submit individual grant proposals. Further details will be provided in class. Written grant proposals (one per group) will be due Friday May 14<sup>th</sup> at 11:59pm.

### **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*.

Laptop policy: We have decided to **request that you not bring laptops to class**. This is for several reasons. First, it is very difficult not to do other things (e.g., check email or facebook) when your laptop is open. This can be distracting to you and to people around you. Since multitasking interferes with learning, it can also undermine your performance in the class. Second, 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/>. Of course anyone who needs special accommodations should see below and come see us.

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. You are expected to check your email and the course page regularly to ensure you have access to this material and announcements. While we will endeavor to answer your weekday questions within 24 hours, we do not typically check email on the weekends.

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](http://www.nyu.edu/csd).

## **Readings:**

### **Books to be Purchased**

King, *From Classrooms to Conflict in Rwanda* (2014)

All other readings will be available via NYU Classes and/or NYU library's online system.

INTE PhD students – it is your responsibility to secure the additional readings assigned to you.

### **2/1 Introduction to the Class:**

**What are some of the ways in which education contributes to social change? To what types of social changes does it contribute? How do social changes affect education?**

UNESCO. (2013). *Education Transforms Lives*

<http://unesdoc.unesco.org/images/0022/002231/223115E.pdf>

Gift, Thomas & Erik Wibbels. (2014). *Reading, Writing and The Regrettable State of Education Research in Comparative Politics*. *Annual Review of Political Science*, 17.

King, pp. 3-7

### **2/8 Schools, socialization, content and structure**

Apple, Michael (1978). "Ideology, Reproduction and Educational Reform," *Comparative Education Review*, October: 367-387

Hillygus, D. Sunshine. 2005. "The Missing Link: Exploring the Relationship Between Higher Education and Political Engagement". *Political Behavior* 27(1): 25-47.

King, pp. 20-23

Aries, Philippe. Yr. *Centuries of Childhood*, excerpts tbd.

*PhD students:* Aries, entire.

### **2/15 NO CLASS – President's Day**

## 2/22 Education and Political Socialization

Shirayev, Eric and Richard Sobel. (2005). *People and their opinions: thinking critically about public opinion*, chapter 5, Political Socialization.

Berinsky, Adam J. and Gabriel Lenz. (2011). "Education and Political Participation: Exploring the Causal Link" *Political Behavior* 33(3): 357-373.

Torney-Purta, Judith, Rainer Lehmann, Hans Oswald and Wolfram Schulz. 2001. *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: International Association for the Evaluation of Educational Achievement. Available at:  
[http://www.iea.nl/fileadmin/user\\_upload/Publications/Electronic\\_versions/CIVED\\_Phase2\\_Age\\_Fourteen.pdf](http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/CIVED_Phase2_Age_Fourteen.pdf). Read at least: 11-26, 175-183

Zittrain, Jonathan. (2014). "Facebook Could Decide an Election Without Anyone Ever Finding Out The scary future of digital gerrymandering—and how to prevent it". *New Republic*. Available at: <http://www.newrepublic.com/article/117878/information-fiduciary-solution-facebook-digital-gerrymandering>

*PhD students:* Bleck, Jamie. *Education and Empowered Citizenship in Mali*. (2015). Baltimore: John Hopkins University Press. (Also a book for potential review).

## 2/29 Education, Nation-Building and Democracy

Darden, Keith. (2013). *Resisting Occupation: Mass Schooling and the Creation of Durable National Loyalties*. New York: Cambridge University Press, excerpts.

Fukuyama, Francis and Michael McFaul. (2009). "Should Democracy Be Promoted or Demoted," *Washington Quarterly*. Available at: <http://www.mafhoum.com/press10/312P6.pdf>

Tsvetkova, Natalie. (2008). "International Education during the Cold War: Soviet Social Transformation and American Social Reproduction," *Comparative Education Review* (2): 199-217.

Kuenzi, Michele T. 2006, "Nonformal Education, Political Participation and Democracy: Findings from Senegal" *Political Behavior* 28(1): 1-31.

*PhD students:* Richard Bendix, *Nation-Building and Citizenship: Studies of Our Changing Social Order* OR Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* OR Darden, entire.

**3/4 Strongly recommended** [and in lieu of 3/7 class]: The World Before Her (7-9:30pm)

**3/7 – NO CLASS or recitations – Comparative & Int’l Education Society meeting (CIES)**

**3/14 – NO CLASS or recitations – Spring break**

**3/21 Education and Development**

\*If you find this week especially interesting, you might consider my fall elective seminar *International Development and Education*

UNESCO. (2015). Education for All 2000-2015: Achievements and Challenges, Summary. Available at: <http://unesdoc.unesco.org/images/0023/002325/232565e.pdf> (note: the 2016 EFA GMR will be about Education & Development)

Learn more about the new UN Sustainable Development Goals (SDGs) related to education by browsing: <http://www.un.org/sustainabledevelopment/education/>

Aguero, Jorge M. and Prashant Bhadradwaj. 2014. “Do the More Educated Know More about Health? Evidence from Schooling and HIV Knowledge in Zimbabwe.” *Economic Development and Cultural Change* 62(3): 489-517.

Nussbaum, M. (2003). “Women’s education: a global challenge.” *Signs: Journal of Women in Culture and Society* 29:325-355.

\*also recall the UNESCO reading from the first class

PhD students: William Easterley, *The White Man’s Burden*.

**3/28 How to Increase Educational Access & Improve Educational Outcomes**

special guest: Sarah Kabay

Note: Not to worry! Most of these readings are only 1-3 pages in length.

Azeiman, Nurith. (2015). “How Do You Motivate Kids to Stop Skipping School?” *NPR*. May 22. Available at: <http://www.npr.org/sections/goatsandsoda/2015/05/22/407947554/how-do-you-motivate-kids-to-stop-skipping-school>

Duflo, Annie. (2015). “There Are No Silver Bullets: The Way We Can Achieve 169 Targets”. *Hugg Post Impact What’s Working*. Available at: [http://www.poverty-action.org/sites/default/files/publications/redesigning\\_cct\\_policy\\_briefcase.pdf](http://www.poverty-action.org/sites/default/files/publications/redesigning_cct_policy_briefcase.pdf)

Innovations for Poverty Action (2012). “Redesigning Conditional Cash Transfers”. *Policy Briefcase*. Available at: [http://www.poverty-action.org/sites/default/files/publications/redesigning\\_cct\\_policy\\_briefcase.pdf](http://www.poverty-action.org/sites/default/files/publications/redesigning_cct_policy_briefcase.pdf)

Innovations for Poverty Action (n.d.). “Preliminary Results: Targeted Lessons to Improve Basic Skills”. Available at: [http://www.poverty-action.org/sites/default/files/publications/TCAI\\_Final%20Results\\_040115.pdf](http://www.poverty-action.org/sites/default/files/publications/TCAI_Final%20Results_040115.pdf)

Innovations for Poverty Action (n.d.) “Cost-Effectiveness Report: The Teacher Community Assistant Initiative (TCAI)”. Available at: [http://www.poverty-action.org/sites/default/files/publications/TCAI\\_Cost-Effectiveness\\_2014.3.26.pdf](http://www.poverty-action.org/sites/default/files/publications/TCAI_Cost-Effectiveness_2014.3.26.pdf)

Innovations for Poverty Action (n.d.) “Study Summary: Improving Early Grade Learning Outcomes in Tanzania”. Available at: <http://www.poverty-action.org/printpdf/7546>

Rankin, Kristen et al. 2015. *Youth and transferable skills: An evidence gap map*. Delhi: International Initiative for Impact Evaluation. (read up to pp. 26 please). Available at: [http://www.3ieimpact.org/media/filer\\_public/2015/09/01/egm2-youth\\_and\\_transferable\\_skills.pdf](http://www.3ieimpact.org/media/filer_public/2015/09/01/egm2-youth_and_transferable_skills.pdf)

United States Department of Agriculture Economic Research Service (n.d.) *National School Lunch Program*, available at: <http://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/national-school-lunch-program.aspx> and *School Breakfast Program*, available at: <http://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/school-breakfast-program.aspx>

Zimmerman, J. 2011. ‘Money, Materials, and Manpower’: Ghanaian In-Service Teacher Education and the Political Economy of Failure, 1961–1971. *History of Education Quarterly*, 51(1).

*PhD students*: Lant Pritchett, *The Rebirth of Education: Schooling Ain’t Learning*.

#### **4/4 Education and Conflict**

\*If you find this week especially interesting, you might consider the electives related to peace, conflict and education offered by Prof. Dana Burde and/or I.

King, chapters 1, 3, 4

Huntington, Samuel P. (1993). “The Clash of Civilizations and the Remaking of the World Order”. *Foreign Affairs*, summer.

Browse website of Inter-Agency Network on Education in Emergencies:  
<http://www.ineesite.org/en/>

*PhD students*: King, entire

#### **4/11 Education and Peace**

special guest: Naomi Moland

King, chapter 5

Moland, Naomi. (2015). "Can Multicultural Education Be Exported? Dilemmas of Diversity on Nigeria's Sesame Square." *Comparative Education Review*. February.

Paris, Roland. 1997. Peacebuilding and the limits of liberal internationalism. *International Security*. 22 (2): 54-89.

Scott, James. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven and London: Yale University Press. Read pp. 1-8 and 53-83.

PhD students: Scott, *Seeing Like a State* (entire).

#### **4/18 Education and the Politics of Museums and memorialization**

King, Elisabeth. 2010. "Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding". *Genocide Studies and Prevention*, 5(3): 293-308.

Ross, M. H. (2002). The Political Psychology of Competing Narratives: September 11 and Beyond. *Understanding September 11*. C. Calhoun, P. Price and A. Timmer. New York, The New Press: 303-320.

Sturken, Marita. (2015). "The 9/11 Memorial Museum and the Remaking of Ground Zero" *American Quarterly*, 67(2): 471-490

**Recommended: Visit to 9/11 Memorial Museum.**

#### **4/25 (Counter-)Terrorism, Extremism and Education**

Amr, Hady and P.W. Singer. (2008). "To Win the 'War on Terror,' We Must First Win the War of Ideas: Here's How," *Annals of the American Academy of Political and Social Science*. July.

Morris, Sharon. (2014). "Teenage Wasteland: Why do so many efforts to stop young people from joining extremist groups fail?" *Foreign Affairs*. November 4. Available at: <http://foreignpolicy.com/2014/11/04/teenage-wasteland/>

Stern, Jessica. (2010). "Mind Over Martyr: How to Deradicalize Islamist Extremists". *Foreign Affairs*. Jan/Feb.

UN Counter-Terrorism Implementation Task Force. (n.d.) *First Report of the Working Group on Radicalisation and Extremism that Lead to Terrorism: Inventory of State Programmes*. Available at: <http://www.un.org/en/terrorism/pdfs/radicalization.pdf>

## **5/2 Education and Refugees**

special guest: Chrissie Monaghan

Dryden-Peterson, Sarah. 2011. *Refugee Education: A Global Review*. Geneva: UNHCR.

Available at:

<http://www.unhcr.org/4fe317589.html>

Monaghan, Chrissie. TBD

## **5/9 Final class (possibly double-class)**

*\*no recitation*

APPENDIX: Requirements and Evaluation -- *International Education PhD students ONLY*

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.

**Participation:** Marks (20%) will be awarded to students on the basis of their general participation in the weekly lectures and during PhD student meetings (see below). Participation does not simply mean attendance, or even “talking in class/meeting.” Please prepare for each session by carefully reading and thinking about the assigned readings. 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.

**PhD student meetings:** We will meet regularly in my office to discuss readings and lectures. Please expect approximately four meetings (one each in February, March, April and May) with dates/times to be determined together. Other INTE PhD students in your cohort, but who have taken previous versions of the class, will be invited to participate.

**Mini-Presentation (10%):** You are requested to prepare and present a 15-20 minute mini-lecture (plus time for questions) for one of the weekly lectures. I hope you will be able to select a theme that brings together course themes with your own experience and/or research. We will work together early in the course to select appropriate dates and topics.

**Précis (10%) and Book Review (20%):** You will divide equally among yourselves the task of writing précis (academic summaries of key arguments plus brief critiques) of each of the assigned full books. This exercise will help improve your reading, summarizing and critical thinking skills. You will also share your précis with one another such that, ultimately, the précis themselves should help you prepare for your comprehensive exams. I can provide an example for James Scott (that I wrote during my PhD core course...eek!). For direct quotes in the précis, please indicate page numbers. Each précis should be no longer than one page.

You will also write a book review of a book of your choice in the field of comparative and international education, in some way related to the themes of the course. Please have your selection approved by me prior to beginning work on it. Ideally, I will work with you to find a real journal or review site where your review could be published. Version for me due: Friday April 1<sup>st</sup> at 11:59pm or earlier. (We can continue to work together thereafter towards publication).

**Grant Proposal (40%):** For this assignment, you will prepare a grant proposal for either a *research study* or for an *applied project* in response to a call for grants that will be provided in class. The purpose of this grant proposal project is to provide you with exposure to the proposal process and equip you with some practical tools relevant to the field of International Comparative Education. Further details will be provided in class. Written grant proposals will be due Friday May 14<sup>th</sup> at 11:59pm.