

INTERNATIONAL DEVELOPMENT AND EDUCATION – ACCRA

INTE-GE.2862 Section 099 (Class #5457)

May 29 – June 10, 2017

(last updated April 14, 2017)

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COURSE DESCRIPTION:

Why are so many around the world still so poor? What, if anything, can the West do about it? What role can education play? This course introduces you 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 and the world around you.

Variants of the course, that build upon one another, are offered on Washington Square and globally. Topics may include development challenges; explanations for different levels of development; international development aid; development actors and institutions; the role of education; education interventions; local approaches to development; policy and program implementation; program and impact evaluation.

In Accra, Ghana, the course focuses on the *practical* questions of international development, while also considering how our practical experience and observations relate to normative and theoretical questions in international development and education as well as broader empirical study. The questions guiding class sessions include: How do local and international actors think about the role of education in international development? How does this translate to practice? What are the practical challenges and opportunities of implementing education programming in Ghana? What programs and approaches are most successful and why? What can we learn from the Ghanaian experience that may inform our broader understanding of education and international development? Throughout, we will place special emphasis upon Ghanaian education, as approached by local, national, and international development actors. We will intersperse our classes with site visits and interactions with schools, state agencies, and non-governmental organizations.

Students who wish to do so may register to stay on after the class to conduct an internship at one of the many education-related in Accra with which we will become acquainted. (Separate class code: INTE-GE 2802 section 098).

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

(1) PRE-DEPARTURE ORIENTATIONS: All students are required to attend the following:

Logistical Orientation: All students traveling to Ghana will participate in a logistical pre-departure orientation together Monday April 24th from 9:30-11am. Steinhardt's study abroad office will brief us and International Education alumna, Neila Sage, who lived in Ghana for several years, will be on hand to answer questions. Then, we will together review the content of this syllabus.

Lecture & Class: There will be a preliminary pre-departure class Monday May 1st from 9:30-11am.

(2) SEMINAR PARTICIPATION IN ACCRA (30%): 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 there may be some mini-lectures, 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. 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.

(3) FIELD NOTES & RESEARCHER MEMO (30%): As a way to digest our new experiences in Accra, 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 3 sets of field notes, each reflecting on one co-curricular outing in light of its related course theme. (When we visit several places in one "outing", you may choose to write on one site or on multiple sites). The notes should be 2-3 pages double-spaced. As per the advice below, while your fieldnotes can and should be written to yourself, and may be 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 immediate 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, fieldnotes 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).

You are also required to submit one "researcher memo" of 2-3 pages (double-spaced) in which you reflect on preliminary insights, "a-ha" moments, etc. from the data you have collected to

date on the subject of the final assignment. *The due dates are specified in the course schedule below.*

FINAL ASSIGNMENT (40%):

USAID often solicits proposals from American-based International NGOS to implement educational programming in developing countries, including Ghana. Based on your recent experience in Accra, imagine you have been asked to deliver a lecture at USAID entitled “Improving Education in Ghana: Lessons and Reflections for American NGOs”. The audience members intend to use your ideas to identify strategic priorities for US-funded educational programming in Ghana.

Please write and submit the lecture (10-15pp, 12-point font, double-spaced + works cited) that you would deliver. While not at all required, you are also welcome to include a set of powerpoint slides or other visual aids. In your speech, please indicate in square parentheses when/how you would use these aids.

The paper must be uploaded to NYU Classes no later than Sunday June 25th at 11:59pm, 2 weeks after the end of the course. Your assignment must include proper references (in text and a 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

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.

I will ask you to submit your papers to Turnitin.com. See: <http://www.nyu.edu/about/news-publications/publications/connect-information-technology/2011/01/21/turnitin-verifying-academic-originality.html>

If you have any questions or doubts about plagiarism or academic integrity, please ask me.

CLASS POLICIES:

Late assignments: I am unable to accept late papers in this class.

NYU Classes and email will be used to manage and coordinate the course prior to our departure for Ghana. Much of the reading material and important course announcements will be posted electronically on NYU Classes.

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 first time I taught a study abroad class, I assigned so much reading that my students had to pay extra luggage fees! In an effort at not repeating that – and because I find it to be a great introductory resource to many of the topics we will explore – most readings come from a central text that I recommend you purchase and bring with you to Accra.

Harber, Clive. 2014. *Education and International Development: Theory, Practice and Issues*. Oxford: Symposium Books.

You are also required to read one of the following books. You may wish to read it in advance of our course or bring it with you.

Wa Thiong'o, Ngugi. *The River Between* (Available on Amazon for about \$12)

Achebe, Chinua. *Things Fall Apart* (Available on Amazon for approximately \$7.50)

These books are all available at the NYU Bookstore. I will post the rest of the required readings to NYU Classes. While I am told that the internet in your Accra residence is reasonably reliable, I suggest that you download them onto a device prior to traveling or print them.

Because we are studying education in dynamic international environments, *I may add short readings that are particularly relevant to the topics that we are studying as the course progresses*. I may also need to change the order of sessions to accommodate the organizations we will visit in Ghana. I appreciate your flexibility – a crucial attribute to working in international development and education.

While they are not required, I highly recommend one or both of the following award-winning novels touching on themes we will see and experience in Ghana (both also available at the NYU Bookstore):

Homegoing by Yaa Gyasi

The Book of Negroes (also sold under the title *Someone Knows My Name*) by Lawrence Hill (also a mini-series, that I haven't yet seen)

You may also be interested in the following recommendations from beloved former faculty member Jon Zimmerman:

Konadu, Kwasi and Clifford C. Campbell. 2016. *The Ghana Reader: History, Culture, Politics*. Duke University Press.

Or, in an entirely different vein, *The Republic*, a drama, set in Ghana that follows a political fixer through the very elite of Accra to solve mystery cases: www.youtube.com/user/AnAfricanCity

PRE-DEPARTURE READINGS:

Prior to arriving in Ghana, please read the following brief readings.

Note: International Education students will have read most of these readings in core and elective courses in the program.

On education and development:

Collier, Paul. 2007. "Falling behind and falling apart." In *The Bottom Billion*. New York: Oxford University Press, pp. 3-13.

King, Elisabeth. 2014. Excerpts from *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press. Pp 20-23 (the introduction, pp.1-15 is also recommended).

UNESCO. *Education Transforms Lives*. Paris: UNESCO, 2013.

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

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/>

On research methods:

Emerson, Robert M., Rachel I. Fretz, Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes. Chapter 2: In the Field: Participating, Observing, and Jotting Notes*. Chicago: University of Chicago. pp. 21-43 (additionally, pp. 89-109 are recommended, but not required).

Wragg, E.C. 1999. An introduction to classroom observation. Oxford: Routledge. (pp.39-58).

SESSIONS IN ACCRA

Theme 1: WELCOME TO ACCRA!
Dates: Monday May 29 th , Tuesday May 30 th .
<p>Readings: (to be completed prior to arrival in Ghana – happy plane reading!)</p> <ul style="list-style-type: none"> • Harber, Chapter 1 • UNESCO. 2015. Ghana: Education for All 2015 National Review. Available at: http://unesdoc.unesco.org/images/0023/002314/231429e.pdf • UNDP. 2015. Ghana Millennium Development Goals Report 2015. Available at: http://www.gh.undp.org/content/dam/ghana/docs/Doc/Inclgro/UNDP_GH_2015%20Ghana%20MDGs%20Report.pdf. Read pp. 28-33
<p>Co-curricular outings:</p> <p>**all students must arrive by the end of the day Monday May 29th. There will be a dinner that night for students who are here. The class will begin formally Tuesday May 30th in the morning.**</p> <p><i>Site specific orientation by NYU Accra staff tour of Accra special group dinner Tuesday night.</i></p>

Theme 2: Access and Quality Education
Dates: Wednesday May 31 st and Thursday June 1 st
<p>Readings:</p> <ul style="list-style-type: none"> • Harber, Chapter 2 • Harber, Chapter 6 <p>Read at least one of the following:</p> <ul style="list-style-type: none"> • Seidu Alhassan and Vincent Adzahlie-Mensah. 2010. <i>Teachers & Access to Schooling in Ghana</i>, 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” <i>Journal of Education and Practice</i> 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?” <i>Compare: A Journal of Comparative and International Education</i>, 44(2):140-161
<p>Co-curricular outings:</p> <p><i>Visiting a variety of schools and informal education programs</i></p> <p>**FIELD NOTE #1 DUE FRIDAY JUNE 2, AM**</p>

Theme 3: International “Development” Today & Historically
Dates: Friday June 2 nd , Saturday June 3 rd
Readings:

- Harber, Chapters 3 & 4

Read at least one of the following:

- Wa Thiong’o, Ngugi. *The River Between*
- Achebe, Chinua. *Things Fall Apart*

Recommended:

- *Homegoing* by Yaa Gyasi
- *The Book of Negroes* (also sold under the title *Someone Knows My Name*) by Lawrence Hill

Co-curricular outings:

Travel to Cape Coast; Elmina Castle Cape Coast; rural school near Winneba

****FIELD NOTE #2 DUE MONDAY JUNE 5TH, AM****

Sunday June 4th – rest; reading; independent exploring

Theme 4: International Development Actors and Projects

Dates: Monday June 5th-Tuesday June 6th

Readings:

- Harber, Chapters 12 & 16
- 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.
- “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)

Co-curricular outings:

Int’l development organizations

Theme 5: Educational inequalities

Dates: Tuesday June 6th-Wednesday June 7th

Readings:

- Harber, Chapter 10
- Wolf, S., McCoy, D. C., & Godfrey, E. B. 2016. Barriers to school attendance and gender inequality: Empirical evidence from a sample of Ghanaian schoolchildren. *Research in Comparative and International Education*, 11(2), 178-193.

Read at least one of the following:

- Sefa Dei, George J. 2005. “The Challenge of Inclusive Schooling in Africa: A Ghanaian Case Study,” *Comparative Education* 41: 267- 289.
- Singal, Nidhi, Edward Mahama Salifu, Khadijatu Iddrisu, Leslie Casey-Hayford and Helen Lundebye. 2015. “The impact of education in shaping lives: reflections on young people with disabilities in Ghana”. *International Journal of Inclusive Education*. 19(9): 908-925.

Co-curricular outings:
Education programs that focus on marginalized groups

Theme 6: Culture and Education

Dates: Thursday June 8th

Readings:

- Harber, Chapter 9 & 14
- Winterbottom, Anna, Jonneke Koomen, and Gemma Burford. 2009. "Female Genital Cutting: Cultural Rights and Rites of Defiance in Northern Tanzania" in *African Studies Review* 52: 47-71.

Read at least one of the following:

- Harber, Chapter 15
- Fiscian, Vivian, E. Kwame Obeng, Karen Goldstein, Judy A. Shead, and Barbara J. Turner. 2009. "Adapting a multifaceted U.S. HIV prevention program for girls in Ghana," *AIDS Education and Prevention* 21: 67-79.

Co-curricular outings:

TBA

****FIELD NOTE #3 DUE THURSDAY JUNE 8TH, AM****

Theme 7: How do we know it's "working"?

What did we learn?

Dates: Friday June 9th

RESEARCHER MEMO DUE THE MORNING OF FRIDAY JUNE 9TH

Co-curricular outings:

Final dinner (Friday night)

**** Students may schedule their departure any time Saturday June 10th****