This seminar course elective investigates the role of education in international development efforts, focusing on relevant background and theories alongside current and emerging debates and practices. We will critically engage with the frameworks and narratives guiding international development programs and policies, and consider why education is a strategic priority for the global institutions and agencies that are driving them. We will consider the ways education has been used to promote social change, the ways the field has evolved, and the inherent challenges and complexities of designing, implementing, and evaluating these efforts.

Students will engage in virtual classroom discussions about assigned readings and share education and social change presentations that link to overarching themes in the sector. The course will begin with mapping the relevant theories, actors, and frameworks. Then, featured guest speakers will discuss the nuances and debates that continue to shape the sector. Finally, students will select programming and/or policy related to course themes and debates to focus on for written assignments and presentations.

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.

Grading/Assignments
Participation: 30%
Reflective Statement: 5%
Education and Social Change Presentation: 10%
Critical Case Study: 15%
Advocacy Campaign: 40%

1. Participation (30%)

The success of any seminar depends on your willingness, and that of your classmates, to participate in the weekly discussions. Marks will be awarded to you on the basis of your 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 approximately 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. For academics, critique is perhaps the highest form of compliment.

We will use SLACK throughout the semester for asynchronous discussion. Half of your participation score will involve posting critical reflections and/or questions about each week’s readings. **Weekly reading responses are due on SLACK every Tuesday by 12:00 noon.** You may skip one week without penalty (6 posts total @ 2.5 points each). Please post approximately three questions OR a 1-paragraph response to the week’s readings. *I strongly encourage you to use the @ feature on SLACK and interact you’re your classmates’ posts. You will not get credit for late submissions.*

2. **Reflective Statement (5%) due Friday, January 15th by 5pm**

   There are two parts to this reflection:

   1. **About you:**
      Share a brief reflection (approximately 300 words) on SLACK about your motivations for taking this course.
      - What personal and/or professional experiences led to your interest(s) in international development and education?
      - What are some of our ideas/perceptions/opinions/aspirations about this sector?
      - How, if at all, might you want to engage with this work in the future?

   2. **About your classmates:**
      Include a response (1 paragraph max) to the reflective statements of at least two of your classmates **using the @ feature** on SLACK (i.e., “Like @Heddy, I am interested in peace education and the ways organizations use arts for the purposes of…”). Note: This means that if you are one of the first to post a reflective statement, you will need to jump back onto the channel to add a response to your classmates’ posts. The goal with these responses is to promote a dialogue between you based on your interests/experiences/perceptions/goals/etc. A single sentence response such as “I agree with @name” is not a sufficient response. If you agree, tell us why and follow up with a thoughtful reflection and/or question.

   *Be prepared to discuss your reflections and interactions with your classmates during class on January 19th.*

3. **Education and Social Change Presentations (10%)**

   Each week a small group of students will lead/facilitate the discussion for the first third of the class session. Each group will 1) present a very brief (no longer than 7 minutes) overview of the key themes and overarching takeaways from the readings (Note: This is a brief overview, it is not meant to be a comprehensive lecture); 2) Share a current event (news article, media report,
etc.) that relates to the themes of the week’s readings and/or themes of the course more broadly;
3) Engage the class in thoughtful discussion. Your presentation should include references to the
questions/reflections that your colleagues have posted on Slack for the week. You might pose
questions aimed at critiquing the readings, lead the class in a game or activity, share a thought-
provoking video/audio clip/image for discussion, etc. Get creative! I will share sign-ups for
presentation weeks following our first class.

*You are required to message me on SLACK with a brief outline of your presentation points
(i.e., 5-8 bullet points) on Monday by 12pm prior to your presentation. You will be evaluated
for content, pedagogy, and creativity. Further instructions will be discussed during our first
class.

4. **Critical Case Study (15%) due Friday, February 5th at 5pm**

For this assignment, you will write a 5-7 page paper (double-spaced, 12 pt. font, 1-inch margins)
focusing on one of the themes covered in class, and critically analyze current education
development needs and policies related to that theme within a particular geographic context.
You may choose a theme not covered in class, but you will need to share your idea with me
beforehand. Your paper should describe:

- A problem in the region
- The population(s) affected by the problem
- International development actors engaged in educational efforts to address the problem
- Underlying approaches/frameworks/theories of change that these development actors
  are drawing on in their efforts
- A reflection on the credibility of evidence underscoring current policies and
  programming in this area

Your paper should draw on at least 10 sources, at least 5 of which should be academic, and at
least 3 of which should be drawn from our course readings. Citations should be in APA or
Chicago style.

5. **Advocacy Campaign (40%)**

For this multi-part assignment, you will work in pairs to develop an advocacy campaign to
address a particular problem through international education development.

- **Abstract and list of sources (5%) due Monday, February 15th by midnight**
  Write a 200-300 word abstract describing your topic of choice, why it matters, and your
  primary advocacy messages. Include a list of 5-10 sources in APA/Chicago that you will
draw on to build your case. Sources not included in word count.

- **Background research brief (10%) due Monday, March 1st by midnight**
  Write a background research brief (5-6 pages) describing the evidence surrounding the
  topic you have identified, your argument about the problem that needs to be addressed
  why it matters in light of the existing evidence, a description of programs that have
  attempted to solve this problem, and your primary advocacy messages.
  Examples and further guidelines will be provided.

- **Presentation for mock policy forum (10%) due in-class on Tuesday, March 9th**
You and your partner will present your key policy recommendations and advocacy messages for our mock policy forum. Further guidelines will be provided.

- **Advocacy strategy (15%) due Tuesday, March 16th by midnight**
  Your advocacy strategy should include, a) a brief introduction (1-2 pages); b) a description of your target audience(s) (2-3 pages) and justification (i.e., why should these audiences care about this issue, what do you want them to do, why would they be the best placed to take action based upon your recommendations?), c) and a policy brief (2-3 pages) that succinctly outlines your key messages for your target audience(s). Further assignment guidelines and policy brief examples will be provided.

**CLASS POLICIES**

**Virtual Classes**
By attending course sessions, students acknowledge that:

1. They will not: (i) record, share, or disseminate University of Chicago course sessions, videos, transcripts, audio, or chats; (ii) retain such materials after the end of the course; or (iii) use such materials for any purpose other than in connection with participation in the course.
2. They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session. Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.
3. Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties. Any unauthorized use of such recordings or course materials may violate such copyrights.
4. Any violation of this policy will be referred to the Area Dean of Students.

**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 in the form of a written letter from the University Student Disability Services Office) or hospitalization. Changing topics, regions, countries of study for an assignment; poor time management; and procrastination do not count as exceptional circumstances.

**Academic Integrity**
All University of Chicago students are expected to uphold the highest standards of academic Integrity and honesty. Among other things, this means that students shall not represent another’s work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage.

It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another’s statements or ideas as one’s own work. To do so is plagiarism or cheating, offenses punishable under the University’s disciplinary system. Because these offenses undercut the distinctive moral and
intellectual character of the University, we take them very seriously. All students suspected of academic dishonesty will be reported to the Harris Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University.

*In addition to disciplinary sanctions, I will impose a grade penalty of 0 for students who have committed academic dishonesty.

Resources available to students
The University has long offered a comprehensive set of student support services (described here), including student health services. And in response to the COVID-19 pandemic and associated disruptions, the University has provided links for students via its “Learning Remotely” website; specific resources are listed here.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, remote counseling services are available. Student Counseling Service (SCS) urges you to attend to your mental wellbeing and to reach out to them for support during these challenging times. All SCS services are covered by the Student Life Fee, and there is no additional cost for students to access their services. See https://wellness.uchicago.edu/mental-health/student-counseling-service-spring-quarter-faq/. Students seeking new services/resources can call 773.702.9800 during business hours (Monday–Friday 8:30 a.m.–5 p.m.) and ask to speak with a clinician. Students needing urgent mental health care can speak with clinicians over the phone 24/7 by calling the SCS at 773.702.3625.

Disability Accommodations
Students who have disability accommodations awarded by the University Student Disability Services Office should inform the Harris Dean of Students office by the end of the first week of class. The Harris Dean of Students Office will work with the student and instructor to coordinate the students’ accommodations implementation. Harris students are not required to submit their accommodations letter to the instructor. Students from other divisions in the University must submit their accommodations letter to either the instructor or the Harris Dean of Students Office. The University’s policies regarding students with disabilities are available here.

Diversity and Inclusion
The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to insure that we remain a place where difficult issues are discussed with kindness and respect for all. We foster thought-provoking discourse by encouraging community members not only to speak freely about all issues but also to listen carefully and respectfully to the views of others.
COURSE SCHEDULE

WEEK 1 Jan 12: Background and History of Education for International Development


Recommended:

* Reflective Statement due on SLACK Friday, January 15th by 5pm

WEEK 2 Jan 19: Actors, Institutions, and Theoretical Perspectives


WEEK 3 Jan 26: Educational Access, Quality, and Determining What Works

**Guest Speaker:** Dr. Dana Burde, Associate Professor and Director of International Education at New York University.


WEEK 4 Feb 2: Education and Health


Sommer, Marni, interview with Will Brehm, *FreshEd,* 128, podcast audio, October 1, 2018 https://www.freshedpodcast.com/marnisommer/
WEEK 5 Feb 9: Gender, Education, and Development

Guest Speaker: Dr. Augustino Mayai, Director of Research at the Sudd Institute and Assistant Professor at University of Juba's School of Public Service


*Abstract and list of sources due Monday, February 15th by midnight

WEEK 6 Feb 16: The Humanitarian-Development Nexus and Refugee Education

Guest Speaker: Dr. Jo Kelcey, Post-doctoral researcher at the Lebanese American University


**WEEK 7 Feb 23: Racism in Aid and Decolonizing Development**

*Guest Speaker: TBD*


Listen to “[Consent in Development](https://medium.com/),” podcast from *Center for Global Development*. February 24, 2020.

*Background research brief due Monday, March 1st by midnight*

**WEEK 8 Mar 2: Beyond Economic Growth: Education for Peace and Healing**


CWB documentary


Additional TBD

**WEEK 9 Mar 9: Mock Policy Forum Presentations**
*Advocacy strategy due Tuesday, March 16th by midnight