

Education A830: Education and International Development

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This course is intended as an introduction to the major theories on and empirical work in international development and education. The course will review literatures across the social sciences on the relationship between education and economic, social, and political development. We will begin by exploring major debates on development: Why are some countries rich and some poor? And why do some rich countries do a poor job providing broad-based education and some poor countries and regions have successfully educated their populations? From there, we ask what the relationship is between economic and political development and education. Is development a prerequisite for the provision of education, or does the relationship run the other way? We will also explore the effects of education on nation building, citizenship, and identity in a comparative context. At the same time, we will also critique existing theories of development and what they mean for our broader thinking on education. Who and what is forgotten when we talk about development? How should we incorporate them in our policy-making and research on education? The course will include a semester-long research project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor.

Students with Disabilities

We encourage students needing accommodations in instruction or evaluation to notify us early in the semester. If you have a disability or health concern that may have some impact on your work in this class and for which you may require adjustments or accommodations, please contact Eileen Berger bergerei@gse.harvard.edu, Access and Disability Services (ADS) administrator in Gutman 124. No accommodations can be given without authorization from ADS, or without advance notice. If you already have a Faculty Contact Form for this course from ADS, please provide us with that information privately in our offices so that we can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

How to Find Me

I do not have regular office hours. On most days, I'm in my office in Gutman 412 with the door open; come by when it is convenient for you (and no one else is there). Sending me an [email](#) is also a good way to find me.

Applying to Take the Course

Admission to A-830 is by application. Students will be selected for enrollment based on their current graduate program and their expressed interest in the course. First preference will be given to students in the Education Policy and Management (EPM) and International Education Policy (IEP) masters programs. Second preference will be given to students in HGSE doctoral programs. Students enrolled in other masters programs and students

from other graduate programs in the university will be given third preference. All students interested in taking A-830 *must attend one of the shopping sessions on January 18 and send a one page petition to the instructor by 5 PM on January 19th*. Final decisions on course enrollment will be sent via email to admitted students only by 10 AM on Friday, January 20. Those students accepted into the course should check the course website immediately on January 20 to receive the assignment for class the following week. Please do not apply to the course unless you intend to enroll if you are accepted.

While there are no prerequisites to taking the course, I do assume some prior knowledge and comfort with statistics and econometrics. Having taken one of S12, S30, S40, or an equivalent course should be more than adequate. Comfort with microeconomics, and political science and sociology literatures on institutions, inequality, and stratification will also help you with the readings. Having taken A024, A205, A822, A826, S801, or S803 would be useful, but we will spend time in each class catching up with what is required to understand the readings. The assignments in this class are also reading, writing, and research intensive. If you have no prior experience with research, either at Harvard or elsewhere, past experience has suggested you will struggle. This does not preclude you from taking the class, but you should certainly be prepared to put in extra work.

Assignments

This is a research intensive course and as such, students will be expected to read and react to a large number of readings every week. In addition to the weekly readings, each student will be expected to lead the class session for two weeks during the semester. Students should meet with me prior to their assigned week to discuss their plans for leading the class session and the readings. The final grades will be based on:

1. Participation and Class Leading 25%
2. Policy Track:
 - (a) Country, Region, or Problem Proposal 10%
 - (b) Data Exploration 25%
 - (c) Country or Region Report 40%
3. Research Track:
 - (a) Research Proposal 10%
 - (b) Annotated Bibliography 25%
 - (c) Final Paper 40%

There will be two tracks of assignments: a policy track that will require students to produce a policy report on a country, region, or problem of their choosing, or a research track that will require students to produce an independent research paper. In both tracks students are welcome to work in groups, although contributions should be clearly spelled out.

Students should meet with me by **February 16** to discuss which track they would like to take and early ideas for their final project.

Class Participation and Class Leading: 25% of Grade

You are expected to come to class prepared to discuss the readings in detail. The readings are often long and quite dense, so please allocate sufficient time to them — you may find yourself reading some parts of assigned readings

more than once to fully understand the reading. Although by no means required, you are encouraged to discuss the readings with your peers.

The readings are organized in order of (what I consider) importance and should be read in that order. I know the realities of graduate school and life; if you do not have time in that particular week to finish all the readings, please begin from the beginning. Readings are accessible three different ways - via the [iPa](#) page, web links, and via HOLLIS+. The syllabus indicates where to locate each reading. For the readings available in HOLLIS+, we have embedded persistent links (all you need to do is click on the word “link”) that should take you directly to the articles via HarvardKey log-in. If a link does not work, which is always a possibility, then you will need to use HOLLIS+ to locate the reading yourself.

Depending on enrollment, you will also be required to lead class discussion, with a partner, two or three times during the semester. Please email me by the end of the first full week of class (Friday, January 27, 2017) with four weeks, in order of preference, that you would like to read. I cannot guarantee your first choice, but will try to accommodate most of your choices.

In the weeks you are leading class discussion, you should come to class having read all of the required readings. You will be partnered with at least one of your colleagues in the class, and you should try to meet with them before class to discuss how you will lead class. When leading class discussion, you should briefly summarize the week’s readings, and pose three to four questions for class discussion.

If you know you will be absent, please inform me by the end of the first full week of class (Friday, January 27, 2017). Beyond that date, all absences will be considered unexcused except for those due to serious illness or death in the family. More than one unexcused absence will negatively affect your grade.

Policy Track

For this track, students will produce a report on a country, region, of their choice. This is designed to mimic reports you may have seen from the World Bank, UNICEF, UNESCO, or more local organizations such as ASER in India.

Country, Region, or Problem Proposal (10% of Grade) Due: 5PM Monday, February 26

Write a 500-700 word memo identifying a country, region, or education problem. The problem proposal is geared towards getting you to identify a region you will like to explore in greater depth and begin exploring the challenges and opportunities in that country, region, or problem. You can choose to expand on one of the weeks we have covered or will cover in class, or you can choose an issue or region that is of particular interest to you. You should consult with me before beginning this assignment to ensure what you want to do is feasible.

Data Exploration (10% of Grade) Due: 5PM Monday, April 9

Identify three to five data sources on education or development on the country, region, or problem you have chosen. Provide a description of what each of these data sources contains.

For *one* of these data sources, provide a series of summary statistics of the most important data or that of most interest to you. This should be approximately 1,000-1,500 words total¹. This assignment is designed to get you comfortable with available datasets on your topic of choice and basic education statistics on the problem.

Country or Region Report (40% of Grade) Due: 5PM Monday, May 7

From there, you should produce summary statistics and stylized facts about the country or region on their economic and political development, and educational system. Then, the report should identify major achievements, challenges,

¹This is about 3 to 4 and one quarter pages.

and opportunities for expanding access to quality education in the country. The assignment should be between 5,000 words.²

Research Track

Research Proposal (10% of Grade) Due: 5PM Monday, February 26

Write a 500-700 word memo identifying a gap or concern that you have with the literature we have or will read. The problem statement is geared towards getting you to identify the deficiencies in the literature of interest to you and to begin formulating a larger research question that is answerable within the constraints of a semester. By “gap or concern” I mean any empirical or theoretical holes you have identified in the literature that would provide fruitful avenues for future research or topics that might have been overlooked on particular topics. You can choose to expand on one of the weeks we have covered or will cover in class, or you can choose an issue or region that is of particular interest to you.

Annotated Bibliography (10% of Grade) Due: 5PM Monday, April 9

Being your Annotated Bibliography with your research question as the title. Then, identify and submit 12–15 sources most relevant to your current research interests related to course themes. For each source write 1–2 sentences summarizing the main ideas of the source and 1–2 sentences explaining the relevance of the source to your research interests. The purpose of this assignment is to help you get a sense of the available information, identify unanswered questions and consider relevant methodologies. The annotated bibliography should incorporate *at least three* readings from this course.

In preparation for this assignment, all students who have not met with a research librarian are required to do so. To schedule an appointment with a research librarian, please call (617-495-3421) or stop by the Main Desk on the 2nd floor Monday–Friday, 9am–5pm.

Final Paper (40% of Grade) Due: 5PM Monday, May 7

The primary output from this class will be a major research paper of approximately 5,000 words.³ The paper should be of a topic from the class of interest to you and should be developed in consultation with me. The paper should seek to advance a theoretical or empirical argument of your choosing. If you are a doctoral student in HGSE, you are free to use the paper as a first draft of a third year paper, or research or grant proposal.

Overview of Syllabus

1. Approaches to Development
 - (a) Monday, January 22: “Modernization”: Functionalist Approaches to Development
 - (b) Monday, January 29: Contemporary Approaches to Development
2. Class, Identity, & Race: Social Cleavages and Education
 - (a) Monday, February 5: Education, Identity Formation, and Nationalism

²NB: 5,000 words is approximately 15 pages double-spaced using Times New Roman with 1” margins on all sides. I give the page count as a guide rather than requirement and would prefer you adhere to the word count.

³NB: 5,000 words is approximately 15 pages double-spaced using Times New Roman with 1” margins on all sides. I give the page count as a guide rather than requirement and would prefer you adhere to the word count.

- (b) Monday, February 12: Democracy, Autocracy, and Education
 - (c) Monday, February 26: Diversity, Development, and Education
3. Interests Groups and Micro-Level Actors
 - (a) Monday, March 5: Bureaucrats
 - (b) Monday, March 19: Teachers
 - (c) Monday, April 2: Education and Conflict
 4. Critiques of the Development Enterprise or Are we Forgetting Anyone?
 - (a) Monday, April 16: Transitions into Adulthood
 - (b) Monday, April 23: Gender, Development, and Education
 - (c) : Can We Trust the Numbers?
 - (d) Monday, April 30: 4PM-7PM: What is “Development”?

Monday, January 22: “Modernization”: Functionalist Approaches to Development

- Truman, Harry S. 1949. “Transcript of President Truman’s Inaugural Presidential Address.” Harry S. Truman President Library & Museum. [link](#)
- Inkeles, Alex. 1973. “The School as a Context for Modernization.” *International Journal of Comparative Sociology* 14(3): 163-179. [link](#)
- Schultz, Theodore W. 1961. “Investment in Human Capital.” *The American Economic Review*, 51(1): 1-17. [link](#)
- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *The American Political Science Review* 53 (1): 69-105. [link](#)

Monday, January 29: Contemporary Approaches to Development

- Sen, Amartya. 2000. *Development as Freedom*. New York: Anchor. Chapters 2 (The Ends and Means of Development) & 8 (Women’s Agency and Social Change). (iPa©)
- Ravallion, Martin. 2011. “A Comparative Perspective on Poverty Reduction in Brazil, China, and India.” *The World Bank Research Observer* 26 (1):71-104. [link](#)
- Dréze, Jean. 2017. *Sense and Solidarity: Jholawala Economics for Everyone*. Ranikhet: Permanent Black. Chapter 5 (Child Development and Elementary Education). (iPa©)
- Doner, Richard F., and Ben Ross Schneider. 2016. “The Middle-Income Trap: More Politics than Economics.” *World Politics* 68 (04):608-44. [link](#)

Monday, February 5: Education, Identity Formation, and Nationalism

- Weber, Eugene. 1976. *Peasants into Frenchmen: The Modernization of Rural France*. Stanford: Stanford University Press. Chs. 18 & 29. [link](#)
- Cantoni, Davide, Yuyu Chen, David Y. Yang, Noam Yuchtman, and Y. Jane Zhang. 2017. “Curriculum and Ideology.” *Journal of Political Economy* 125(2):338-392. [link](#)

- Coyne, Gary. 2015. “Language Education Policies and Inequality in Africa: Cross-National Empirical Evidence.” *Comparative Education Review* 59 (4): 619-37. [link](#)

Monday, February 12: Democracy, Autocracy, and Education

- Ansell, Ben W., and Johannes Lindvall. 2013. “The Political Origins of Primary Education Systems: Ideology, Institutions, and Interdenominational Conflict in an Era of Nation-Building.” *American Political Science Review* 107 (3): 505-22. [link](#)
- Stasavage, David. 2005. “The Role of Democracy in Uganda’s Move to Universal Primary Education.” *The Journal of Modern African Studies* 43 (1): 53-73. [link](#)
- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. “Deliberate Disengagement: How Education Decreases Political Participation in Electoral Authoritarian Regimes.” *American Political Science Review* 110 (3) 579-600. [link](#)

Monday, February 26: Diversity and Development

- Kramon, Eric, and Daniel N. Posner. 2016. “Ethnic Favoritism in Education in Kenya.” *Quarterly Journal of Political Science* 11:1-58. [link](#)
- Singh, Prerna. 2015. “Subnationalism and Social Development: A Comparative Analysis of Indian States.” *World Politics* 67 (3): 506-62. [link](#)
- Steele, Liza G. 2016. “Ethnic Diversity and Support for Redistributive Social Policies.” *Social Forces* 94 (4):1439-81. [link](#)

Monday, March 5: Bureaucrats

- Pepinsky, Thomas, Jan H. Pierskalla, and Audrey Sacks. 2017. “Bureaucracy and Service Delivery.” *Annual Review of Political Science* 20:249-68. [link](#)
- Gupta, Akhil. “Literacy, Bureaucratic Domination, and Democracy.” In *Democracy: Anthropological Perspective*, edited by Julia Paley. Santa Fe: SAR Press, 2009. (iPa©)
- Hanna, Rema, and Shing-Yi Wang. 2017. “Dishonesty and Selection into Public Service: Evidence from India.” *American Economic Journal: Economic Policy* 9(3): 262-90. [link](#)

Monday, March 19: Teachers

- Chaudhury, Nazmul, Jeffrey Hammer, Michael Kremer, Karthik Muralidharan, and F. Halsey Rogers. 2006. “Missing in Action: Teacher and Health Worker Absence in Developing Countries.” *Journal of Economic Perspectives*. 20(1): 91-116. [link](#)
- Chudgar, Amita, Madhur Chandra, and Ayesha Razzaque. 2014. “Alternative Forms of Teacher Hiring in Developing Countries and Its Implications: A Review of Literature.” *Teaching and Teacher Education* 37:150-61. [link](#)
- Bold, Tessa, Deon Filmer, Gayle Martin, Ezequiel Molina, Brian Stacy, Christophe Rockmore, Jakob Svensson, and Waly Wane. 2017. “Enrollment without Learning: Teacher Effort, Knowledge, and Skill in Primary Schools in Africa.” *Journal of Economic Perspectives* 31 (4):185-204. [link](#).

Monday, April 2: Education and Conflict

- Dierkes, Julian, Takashi Yoshida, Penney Clark, Alison Kitson, Rafael Valls, Elizabeth Oglesby, Thomas Sherlock, et al. 2007. Teaching the Violent Past: History Education and Reconciliation. Edited by Elizabeth A. Cole. Lanham: Rowman & Littlefield Publishers. Chapter 9 (The Role of History Textbooks in Shaping Collective Identities in India and Pakistan) (iPa©)
- Burde, Dana. 2014. Schools for Conflict or for Peace in Afghanistan. New York: Columbia University Press. Pgs. 13-20 & Pgs. 25-54. [link](#)
- Auyero, J., A. Burbano de Lara, and M. F. Berti. "Violence and the State at the Urban Margins." *Journal of Contemporary Ethnography* 43, no. 1 (February 1, 2014): 94-116. [link](#)
- Auyero, Javier, and María Fernanda Berti. *In Harm's Way: The Dynamics of Urban Violence*. Princeton University Press, 2016. Methodological Appendix. (iPa©)

Monday, April 16: Transitions into Adulthood

- De Hoyos Navarro, Rafael E., Anna Popova, and F. Halsey Rogers. 2016. "Out of School and out of Work: A Diagnostic of Ninis in Latin America." World Bank Policy Research Paper 7548. Washington D.C.: The World Bank. [link](#)
- Jeffrey, Craig. 2010. "Timepass: Youth, Class, and Time among Unemployed Young Men in India." *American Ethnologist* 37 (3):465-81. [link](#)
- Lukose, Ritty A. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. Durham NC: Duke University Press Books, 2009. Introduction & Ch. 5. (iPa©)

Monday, April 23: Gender, Development, and Education

- Frye, Margaret. 2017 "Cultural Meanings and the Aggregation of Actions: The Case of Sex and Schooling in Malawi." *American Sociological Review*. 82(5):945-976 [link](#)
- Jensen, Robert. 2012. "Do Labor Market Opportunities Affect Young Women's Work and Family Decisions? Experimental Evidence from India." *The Quarterly Journal of Economics* 127(2): 753-92. [link](#)
- Patel, Reena. 2010. *Working the Night Shift: Women in India's Call Center Industry*. Stanford, CA: Stanford University Press. Chapters 2 (Off-Shoring Customer Service: A New Global Order) & 7 (Social Mobility: Other Openings and Constrictions). iPa©

: Can We Trust the Numbers?

- Mkandawire, Thandika. 2001. "Thinking about Developmental States in Africa." *Cambridge Journal of Economics*. 25: 289-313. [link](#)
- Jerven, Morten. 2013. *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It*. 1 edition. Ithaca: Cornell University Press. Pgs. 1-32. (iPa©)
- Zuberi, Tukufu. 2003. *Thicker Than Blood: How Racial Statistics Lie*. 1 edition. Minneapolis: Univ Of Minnesota Press. Ch. 6. [link](#)

Monday, April 30: 4PM-7PM: What is “Development”?

- Escobar, Arturo. 2011. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J: Princeton University Press. Pgs. 1-14 & Ch. 2. [link](#)
- Ferguson, James, and Larry Lohmann. 1994. “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho.” *The Ecologist* 24, no. 5. [link](#)
- Roy, Ananya, Genevieve Negrón-Gonzales, Kweku Opoku-Agyemang, and Clare Talwalker. 2016. *Encountering Poverty: Thinking and Acting in an Unequal World*. 1 edition. Oakland, California: University of California Press. Pgs. 32-49 & 149-176. (iPa©)