

Education A826: The Politics of Education in the Developing World¹

Emmerich Davies

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Please contact Wendy and cc Emmerich for office hours appointments with Emmerich. Any other questions, contact Emmerich, Rebecca, or Fernanda directly.

Class: TTh 10:30-11:45AM EST

Class Room: Tuesday & Thursday

Office Hours: Thursday 12-1PM & 8-9PM EST

Teaching Fellow: Rebecca Horwitz-Willis

Teaching Fellow: Fernanda Ramirez-Espinoza

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How have globalization and market-oriented reforms impacted efforts to expand education access? How do political constraints influence education expenditures? What is the effect of political and administrative decentralization on parental participation and educational outcomes? This course will explore these and other questions as we consider the role that political institutions, elected leaders, civil society, students, teachers, and bureaucrats play in the provision of education across the developing world. We will ask who the key actors, interests, and incentives are in education politics through individual case studies, political science theory, and empirical examples.

The course will also have a strong emphasis on writing, including two projects that hone students' ability to convey ideas for diverse popular audiences. Through this course, students will learn to identify and critique power relations, the incentives of actors, the options such circumstances present, and how to best engage diverse actors in education policy making. The course emphasizes real-world examples and policies, and students will gain a broader understanding of the incentives and constraints political actors face in the developing world and how to engage such contexts effectively.

Diversity, Equity and Inclusion

HGSE is committed to a diverse, equitable, and inclusive environment. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or to an accurate assessment of your achievement in the course, please notify the instructor as soon as possible. If you are a student with a disability and wish to request accommodations, please contact KellyAnn Robinson, Ph.D., Associate Director of Student Support Services for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

¹This course has benefited tremendously from the intellectual labor of Andrew Westover and Rebecca Horwitz-Willis in adapting and immeasurably improving the course assignments. Students who took A826 in the 2016-2017, 2017-2018, and 2018-2019 academic years have provided valuable feedback on readings, assignments, and course structure that have influenced this version of the class. Everything great about the class is likely due to their influence. All errors remain Emmerich's alone.

COVID

The world is not okay. You may be dealing with illness, or its aftermath. You may know people who have lost their jobs, have become sick, have been hospitalized, or perhaps have even lost their lives. You may have increased work and/or increased family care responsibilities. You may be facing uncertain job prospects, or have lost a job you depended on before coming to HGSE. The pandemic, the U.S. government's inept response to the pandemic, and further cruel migration policies have prevented many of you from coming to the United States, and all of us from being present together on Appian Way. You are probably attempting to complete schoolwork in a setting that is less than ideal, without access to quiet study spaces or other resources you could rely on on campus. I want you to learn lots of things from this class and be engaged with your peers, but, more importantly, I want you to stay healthy, balanced, and grounded during this crisis. To that end, let's all aim to be flexible and supportive of each other. Please don't hesitate to ask for help if you need it and as a teaching team, we will try support you as best we can. You should also know that HGSE is committed to these same goals and has a number of resources to support students that you can find at <https://osa.gse.harvard.edu/student-support-tips-sheets>.

Course Structure

The course will be divided into three separate, but equally important, synchronous and asynchronous sections:

1. **Lecturettes:** Approximately 24-48 hours before *most* live class meetings, I will post short 10-15 minute lecturettes. You are required to watch these before our live class session as I will introduce themes and theories for that class session as well as draw connections between that session and previous and future sessions. These will be posted on the relevant module and I will send out a notification on canvas once these are posted.
2. **Live Course Sessions:** We will meet as a whole class on Tuesdays and Thursdays for an hour and fifteen minutes. Please note that the zoom link is different for [Tuesdays](#) and [Thursdays](#).
3. **Sections:** Rebecca and Fernanda will organize smaller sections of 12 to 16 students where you will form peer-learning communities to work through class assignments and expand on course materials. These sections will meet most, although not all, weeks and attendance is mandatory in the weeks in which they are scheduled. These will be scheduled and assigned once we have a better sense of student time zones.

In addition, Rebecca, Fernanda, and I will all hold weekly office hours. If you wish to see:

- **Emmerich:** I will hold office hours from 12-1PM and 8-9PM EST. Please email [Wendy](#) and cc [Emmerich](#) to schedule a 20 minute slot in that period. If you cannot make one of those two times, please email us and we will work with you to find a time that works for everyone.
- **Rebecca:** Please email [Rebecca](#) directly to schedule a time.
- **Fernanda:** Please email [Fernanda](#) directly to schedule a time.

Assignments and Evaluation

There are four major assignments through which you will be evaluated in this course: your participation in class, a series of reading responses, the writing of an op-ed, and the writing of a long-form investigative essay. For the last two, we will have several smaller assignments that will help you build to the final product. The full break-down of these assignments along with their value towards the final grade are presented below.

1. **Class Participation:** 20%
2. **Reading Responses:** 20%
3. **Op-Ed:** 40%
 - i. Issue and Audience Identification: 5%
 - ii. Identify Op-Ed Venue: 5%
 - iii. Op-Ed Outline: 5%
 - iv. Op-Ed Peer Review: 10%
 - v. Final Draft of Op-Ed: 15%
4. **Long-Form Essay:** 20%
 - i. Problem Statement: 2%
 - ii. Outline: 5%
 - iii. Peer Review: 5%
 - iv. Final Draft: 8%

Class Participation: 20% of Grade

You are expected to come to class prepared to discuss the readings in detail. Participation in class provides the opportunity to develop the ability to present ideas effectively as well as the ability to listen to others and identify the main direction of a conversation and contribute in ways that advance it in constructive ways in contrast to the common — and less productive — experience of team members talking past each other or to themselves.

You are encouraged to form teams to discuss the readings together before class and come prepared to discuss the context, actors, and actions taken by all players, as well as potential solutions. We will not formally assign these groups. We will, however, assign peer review groups for the writing of your op-eds and long-form essays. Please let us know early in the semester if you have any constraints, but we will otherwise try to make these groups as diverse and inclusive as possible.

Readings are accessible two different ways - via the [Reading List](#) page, and via direct web links. The syllabus indicates where to locate each reading. For the readings available in the reading list, we have embedded persistent links (all you need to do is click on the hyperlink “Reading List”) that should take you directly to the articles via HarvardKey log-in. If a link does not work, which is always a possibility, please let the teaching team know and we will upload the correct link.

If you know you will be absent, please inform me by the end of the first full week of class (Friday, September 4). 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.

Reading Responses: 20% of Grade

Throughout the semester, you will write four reading responses in which you react, respond, and critique one or more of the readings for that class session. The responses should be between **300-500 words**. Responses are due at 5PM EST the day before our class session (so 5PM EST on Monday for a Tuesday class, and 5PM EST on Wednesday for a Thursday class). We will grade the responses as submitted or not, and we will not accept late submissions.

You are welcome to use the reading response to reflect on how the readings and class discussions relate to your personal or professional life in education, critique the reading, or comment on issues raised by the readings. You are encouraged to reference more than one reading from that week, and if relevant, issues raised in previous weeks.

As part of the reading responses, I (Emmerich) will comment on each reading response and return them to you before our class session. In each of my comments, I will make a note on parts of the reading response I want you to raise in class. At the designated time, I will call on you to speak for no more than one minute about what you wrote in your reading response. These comments should be concise and designed to move our class conversation forward. This contribution will count towards your class participation grade.

Op-Ed: 40% of Grade

The major assignment in this class will be the writing, and hopefully submission, of an op-ed written for a public audience for a newspaper or online site. The op-ed should be between 600-1,000 words and grading will be based on the quality of the writing, the clarity of the argument, and how well it is supported by evidence. The op-ed can be on any of the themes of the class and should:

1. Draw attention to a current issue
2. Make an explicit argument about the issue, or a policy that is or is not working to address the issue
3. Build on or critique relevant literature from the course or beyond

Extra credit of an additional half-grade (5% of the total course grade) will be awarded to students who successfully publish their op-eds in local or national newspapers or websites (self-published blogs do not count).

1. Issue and Audience Identification: 5%

First, identify and describe an issue of concern related to the course's topic (politics of education in the developing world). Then, list and describe who the intended audiences are for this topic. Finally, select which audiences should be prioritized and why. What power do they hold? How will an op-ed targeted at them change either their material or intellectual position on an issue?

This is due by **5PM EST on Monday, September 21.**

2. Identify Op-Ed Venue: 5%

Identify a venue (journal, periodical, etc.) for publishing your Op-Ed. Justify why this is the best platform to reach your prioritized audiences. If desired, name a back-up publication venue. Why is this venue the appropriate venue for changing educational institutions or influencing the actors you care about?

This is due by **5PM EST on Monday, September 28.**

3. Op-Ed First Draft: 5%

Write a first draft of your Op-Ed. Submission will be assessed according to the quality of the rhetoric, clarity of organization, quality of sources/justifications, and overall persuasive character.

This is due by **5PM EST on Monday, October 5.**

4. Op-Ed Peer Review: 10%

Review a peer's essay for quality of the rhetoric, clarity of organization, quality of sources/justifications, and overall persuasive character. Annotate the Op-Ed, either manually or using track changes, to indicate your review. Include a brief paragraph at the end of the paper explaining your reasoning and providing suggestions or strengthening the Op-Ed.

This is due by **5PM on Monday, October 19.**

5. Final Draft of Op-Ed: 15%

Incorporate peer revisions and submit a final draft of your Op-Ed, to be graded by the course instructors. Submission will be assessed according to the quality of the rhetoric, clarity of organization, quality of sources/justifications, and overall persuasive character.

This is due by **5PM EST on Monday, November 2.**

Long-Form Essay: 20% of Grade

To extend on the skills of writing for a public audience developed in the op-ed assignment, the second writing assignment will be the writing of a long-form essay. The long-form essay will be between 4,000-6,000 words and, like the op-ed, grading will be based on the quality of the writing, the clarity of the argument, and how well it is supported by evidence.

1. Problem Statement: 2%

Complete and submit problem statement. Problem statement should be clearly related to the themes of the course, define stakeholders, and identify at least one potential venue for publication. NB: all students must schedule individual office hours with TF this week to finalize the problem statement.

This is due by **5PM EST on Monday, November 9.**

2. First Draft: 5%

Once TF or Professor has approved your outline (which itself should be based on your problem statement), write a rough draft of your longform article. Submission will be assessed according to the quality of the narrative, clarity of organization, quality of sources/justifications, and overall persuasiveness and interest.

This is due by **5PM EST on Monday, November 23.**

3. Peer Review: 5%

Review a peer's essay for quality of the narrative, clarity of organization, quality of sources/justifications, and overall persuasiveness and interest. Annotate the essay, either manually or using track changes, to indicate your review. Include a brief paragraph at the end of the paper explaining your reasoning and providing suggestions or strengthening the Op-Ed.

This is due by **5PM EST on Monday, December 7.**

4. Final Draft: 8%

Incorporate peer revisions and submit a final draft of your Op-Ed, to be graded by the course instructors. Submission will be assessed according to quality of the narrative, clarity of organization, quality of sources/justifications, and overall persuasiveness and interest.

This is due by **5PM on Monday, December 14.**

Overview of Syllabus

A. Defining the Terms of the Debate

1. Thursday, September 3: What are Politics?
2. Tuesday, September 8: What's at Stake?
3. Thursday, September 10: Why are Education Politics Different?
4. Tuesday, September 15: What do we Mean by "Developing" World?

B. Political Institutions

5. Thursday, September 17: Educational Institutions and Institutional Change
6. Tuesday, September 22: Educational Institutions and Institutional Stability
7. Thursday, September 24: State Capacity at the Centre
8. Tuesday, September 29: State Capacity at the Periphery
9. Thursday, October 1: Democracy, Autocracy, and Education
10. Tuesday, October 6: Decentralizing Power
11. Thursday, October 8: Modernization: The History of International Institutions Involvement in Education
12. Tuesday, October 13: The International Environment: Ideas, Money, and Standards
13. Thursday, October 15: Governing for the Long Term
14. Tuesday, October 20: Policy Feedback: From Institutions to Political Behavior

C. Political Actors

15. Thursday, October 22: Class, Labor, and Education
16. Tuesday, October 27: Education as a Socializing Force
17. Thursday, October 29: Students as Political Agents
18. Tuesday, November 3: The Politics of Identity and Education
19. Thursday, November 5: Bureaucrats
20. Tuesday, November 10: Teachers
21. Thursday, November 12: Business Groups & Employers
22. Tuesday, November 17: The Politics of Engaging Parents: Possibilities and Limits

D. The New Education Panaceas?

23. Thursday, November 19: Evidence-Based Policy
24. Tuesday, November 24: Conditional Cash Transfers
25. Tuesday, December 1: The Private Sector

E. Wrapping-Up

26. Thursday, December 3: Wrapping-up

Defining the Terms of the Debate

Thursday, September 3: What are Politics?

- **By Class:**
 - Introduce yourself on the [Canvas class discussion page](#).

- **For Class:**

- Bachrach, Peter, and Morton S. Baratz. 1962. “The Two Faces of Power.” *American Political Science Review* 56 (4): 947-52. [Reading List](#)
- Lukes, Steven. 2005. *Power: A Radical View*. Second Edition. Palgrave Macmillan. Pgs. 4-11. [Reading List](#)
- Spies, Mike. March 5, 2018. “The N.R.A. Lobbyist Behind Florida’s Pro-Gun Policies.” *The New Yorker*. [link](#). **NB:** *This story was published the week after the Marjory Stoneman Douglas High School shooting in Parkland, FL and deals with, often explicitly and graphically, gun violence. You should read it with that context in mind, but also with the understanding that it is disturbing and provocative as a result.*

Tuesday, September 8: What’s at Stake?

- **By Class:**

- Please email [Rebecca](#) a brief (one or two paragraph) description of what program you are in, your interests in education, where you will be joining us from, what is the primary device you will be using to join us, and prior work, education, and writing experiences by **Friday, September 4 by 12PM EST**. When discussing your writing experiences, please include what *audience(s)* you have written for.
- Please complete the sign-up form for which class sessions you want to write a reading response for and email [Rebecca](#) by **Friday, September 4 by 12PM EST**. As a reminder, you have to write four reading responses throughout the semester and there are 25 class sessions. We cannot guarantee that you will receive your first choice of assigned week, so please rank your choices in order of preference for 8 sessions.

- **For Class:**

- Labaree, David F. 1997. “Public Goods, Private Goods: The American Struggle over Educational Goals.” *American Educational Research Journal* 34(1): 39–81. [Reading List](#)
- Sen, Amartya. 2000. *Development as Freedom*. Anchor Books. Chapter 2. [Reading List](#)
- Yew, Lee Kuan. 1966. “Speech by the Prime Minister, Mr. Lee Kuan Yew, When He Opened the Seminar on ‘The Role of Universities in Economic and Social Development’ at the University of Singapore on February 7th, 1966.” [link](#)
- Smith, Zadie. 2012. “The North West London Blues.” NYR Blog. *The New York Review of Books*. [link](#).
- Phule, Savitribai. “Go, Get Education”. [link](#)

Thursday, September 10: Why are Education Politics Different?

- **For Class:**

- Ansell, Ben W. 2010. *From the Ballot to the Blackboard: The Redistributive Political Economy of Education*. New York: Cambridge University Press. pgs. 1-11 or from Section 1.1 to Section 1.2 inclusive. [Reading List](#)
- Krugman, Paul. 2018. “We Don’t Need No Education.” *The New York Times*. April 23, 2018. [link](#)

Tuesday, September 15: What Do We Mean by “Developing” World

- **For Class:**

- Mkandawire, Thandika. 2001. “Thinking about Developmental States in Africa.” *Cambridge Journal of Economics*. 25: 289-313. [Reading List](#)
- Escobar, Arturo. 2011. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J: Princeton University Press. Pgs. 1-14 & Ch. 2. [Reading List](#)
- Ferguson, James, and Larry Lohmann. 1994. “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho.” [Reading List](#)
- Wainana, Binyavanga. 2005. “How to Write About Africa”. *Granta*. 92. [link](#)

Political Institutions

Thursday, September 17: Educational Institutions and Institutional Change

- **For Class**

- North, Douglass C. 1993. “Economic Performance Through Time: The Limits of Knowledge.” Nobel Prize Lecture. [link](#)
- Pierson, Paul. 2000. “Increasing Returns, Path Dependence, and the Study of Politics.” *American Political Science Review* 94 (2): 251-67. [Reading List](#)
- Sahlberg, Pasi & Jonathan Hasak. 2016. “Why Students Need to Know How to Write an Op-Ed”. [link](#)

- **After Class:**

- Op-Ed Assignment 1: Identify Issue and Audience

Tuesday, September 22: Educational Institutions and Institutional Stability

- **For Class:**

- Hacker, Jacob S. 2004. “Privatizing Risk without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States.” *American Political Science Review* 98 (02): 243-60. [Reading List](#)
- Moe, Terry M. 2015. “Vested Interests and Political Institutions.” *Political Science Quarterly* 130 (2): 277-318. [Reading List](#)

Thursday, September 24: State Capacity at the Centre

- **For Class:**

- Kapur, Devesh, and Elizabeth J. Perry. 2015. “Higher Education Reform in China and India: The Role of the State.” Yenching Institute. [link](#)
- Bearman, Joshua and Tomer Hanuka. April 2015. “The Rise & Fall of Silk Road. Part I.” *Wired*. [link](#)

- **After Class:**

- Op-Ed Assignment 2: Identify Publication

Tuesday, September 29: State Capacity at the Periphery

- **For Class:**

- Weber, Eugene. 1976. *Peasants into Frenchmen: The Modernization of Rural France*. Stanford: Stanford University Press. Chapter 18. [Reading List](#)
- Soifer, Hillel David. 2010. “The Sources of Infrastructural Power: Evidence from Nineteenth-Century Chilean Education.” *Latin American Research Review* 44(2): 158-80. [Reading List](#)
- Bearman, Joshua and Tomer Hanuka. May 2015. “The Rise & Fall of Silk Road. Part II.” *Wired*. [link](#)
- Farrell, Henry. February 20, 2015. “Dark Leviathan.” *Aeon*. [link](#)

Thursday, October 1: Democracy, Autocracy, and Education

- **For Class:**

- Harding, Robin. 2020. “Who Is Democracy Good For? Elections, Rural Bias, and Health and Education Outcomes in Sub-Saharan Africa.” *The Journal of Politics*. 82(1): 241-254. [Reading List](#)
- 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. [Reading List](#)
- Dryden-Peterson, Sarah, Negin Dahya, and Wenona Giles. 2013. “Can education be a challenge to terror?” *The Globe and Mail*. October 3, 2013. [link](#)

- **After Class:**

- Op-Ed Assignment 3: Op-Ed First Draft

Tuesday, October 6: Decentralizing Power

- **For Class:**

- Falleti, Tulia G. 2005. “A Sequential Theory of Decentralization: Latin American Cases in Comparative Perspective.” *American Political Science Review* 99 (3): 327-46. [Reading List](#)

Thursday, October 8: Modernization: The History of International Institutions Involvement in Education

- **For Class:**

- Revisit Ferguson, James, and Larry Lohmann. 1994. “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho.” *The Ecologist* 24, no. 5. [Reading List](#)
- The United Nations Educational, Scientific and Cultural Organisation. 2000. The Dakar Framework for Action: Education for All: Meeting our Collective Commitments. pgs. 7-10 & 73-77. [link](#)
- Mamdani, Mahmood. 2018. “The African University.” *London Review of Books*. 40 (14): 29-32. July 19, 2018. [link](#)

Tuesday, October 13: International Institutions: Ideas, Money, and Standards

• For Class:

- Kaufman, Robert R., and Alex Segura-Ubierno. 2001. “Globalization, Domestic Politics, and Social Spending in Latin America: A Time-Series Cross-Section Analysis, 1973-97.” *World Politics* 53(4): 553-87. [Reading List](#)
- Davies, Emmerich, Thomas Gift, & Carlos X. Lastra-Anadón. 2020. “How global performance assessments shape attitudes toward government decision-making: Survey experimental evidence.” [Reading List](#)
- Reimers, Fernando. 2016. “Moving on to educate all children well.” *The Huffington Post Personal Blogs*. November 11, 2016. [link](#)

Thursday, October 15: Governing for the Long Term

• For Class:

- Corrales, Javier. 1999. “The Politics of Education Reform: Bolstering the Supply and Demand; Overcoming Institutional Blocks.” Country Studies: Education Reform and Management Publication Series, 1999. [link](#).
- Mani, Anandi, and Sharun Mukand. 2007. “Democracy, Visibility and Public Good Provision.” *Journal of Development Economics* 83(2): 506-29. **NB:** *This paper has a lot of mathematical models. The goal is for you to focus on the intuition behind the models, which I think is explicated well in the writing, not the models themselves.* [Reading List](#)

• After Class:

- Op-Ed Assignment 4: Peer Review

Tuesday, October 20: Policy Feedback: From Institutions to Behavior

• For Class:

- Mettler, Suzanne. 2010. “Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era.” *Perspectives on Politics* 8 (3): 803-24. [Reading List](#)
- MacLean, Lauren M. 2011. “State Retrenchment and the Exercise of Citizenship in Africa.” *Comparative Political Studies* 44 (9): 1238-66. [Reading List](#)
- Galchen, Rivka. 2018. “The Teachers’ Strike and the Democratic Revival in Oklahoma.” *The New Yorker*. June 4 & 11, 2018. [link](#)

Political Actors

Thursday, October 22: Class, Labor, and Education

• For Class:

- Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. “Beyond SES: A Resource Model of Political Participation.” *American Political Science Review* 89(2): 271-94. [Reading List](#)

- Gruber, Lloyd and Stephen Kosack. 2014. "The Tertiary Tilt: Education and Inequality in the Developing World." *World Development*. 54: 253-272. [Reading List](#)
- Kasara, Kimuli, and Pavithra Suryanarayan. 2014. "When Do the Rich Vote Less Than the Poor and Why? Explaining Turnout Inequality across the World." *American Journal of Political Science* 59(3): 613-27. [Reading List](#)

Tuesday, October 27: Education as a Socializing Force

- **For Class:**

- 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. [Reading List](#)
- Gift, Thomas, and Daniel Krmaric. 2017. "Who Democratizes? Western-Educated Leaders and Regime Transitions." *Journal of Conflict Resolution* 61(3): 671-701. [Reading List](#)

Thursday, October 29: Students as Political Agents

- **For Class:**

- Dahlum, Sirianne and Tore Wig. 2020. "Chaos on Campus: Universities and Mass Political Protest." *Comparative Political Studies*. [Reading List](#)
- Calhoun, Craig. 1994. *Neither Gods nor Emperors: Students and the Struggle for Democracy in China*. Berkeley: University of California Press. Pgs. 1-24. [Reading List](#)
- This American Life. 2020. *Umbrellas Down*. Prologue, Acts 1 & 5. [link](#).

- **After Class:**

- Op-Ed Assignment 5: Op-Ed Final Draft

Tuesday, November 3: American Exceptionalism

- **For Class:**

- Marx, Anthony W. 1996. "Race-Making and the Nation-State." *World Politics*. 48, No. 2: 180-208. [link](#)
- Garland, David. 2020. "Penal Controls and Social Controls: Toward a Theory of American Penal Exceptionalism." *Punishment & Society* 22, No. 3: 321-52. [link](#)
- Hsu, Hua. 2018. "The Rise and Fall of Affirmative Action." *The New Yorker*. October 15, 2018. [link](#)

Thursday, November 5: Bureaucrats

- **For Class:**

- Part I (pg. 3-26) of Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. 30th Anniv. New York: Russell Sage Foundation. [Reading List](#)
- Mangla, Akshay. 2015. "Bureaucratic Norms and State Capacity in India: Implementing Primary Education in the Himalayan Region." *Asian Survey*. 55(5): 882-908. [Reading List](#)

- **After Class:**

- Longform Assignment 1: Longform Problem Statement

Tuesday, November 10: Teachers

- **For Class:**

- Moe, Terry M. 2005. “Political Control and the Power of the Agent.” *Journal of Law, Economics, and Organization* 22 (1): 1-29. [Reading List](#)
- Mizala, Alejandra, and Ben Ross Schneider. 2014. “Negotiating Education Reform: Teacher Evaluations and Incentives in Chile (1990-2010).” *Governance* 27 (1): 87-109. [Reading List](#)
- Kremer, Michael, Karthik Muralidharan, Nazmul Chaudhury, Jeffrey Hammer, and F Halsey Rogers. 2005. “Teacher Absence in India: A Snapshot.” *Journal of the European Economic Association* 3 (2-3): 658-67. [Reading List](#)
- Boyd, Wesley J. & Emmerich Davies. 2017. “The Urgent Need to Recognize and Value Academic Labor.” *Nature Jobs*. [link](#).

Thursday, November 12: Business Groups & Employers

- **For Class:**

- Francis, Megan Ming. 2019. “The Price of Civil Rights: Black Lives, White Funding, and Movement Capture.” *Law & Society Review* 53(1): 275-309. [Reading List](#)
- Deyo, Fredric C. 2016. “Productivity, Education, and the Economic Inclusion of Workers and Small Firms in East Asian Development.” in Foxley, Alejandro, and Barbara Stallings, eds. 2016. *Innovation and Inclusion in Latin America: Strategies to Avoid the Middle Income Trap*. New York: Palgrave Macmillan US. [Reading List](#)
- Appiah, Kwame Anthony. 2018. “Go Ahead, Speak for Yourself.” *The New York Times*. August 10, 2018. [link](#)

Tuesday, November 17: The Politics of Engaging Parents: Possibilities and Limits

- **For Class:**

- Corrales, Javier. 2006. “Does Parental Participation in Schools Empower or Strain Civil Society? The Case of Community-Managed Schools in Central America.” *Social Policy & Administration* 40 (4): 450-470. [Reading List](#)
- Pradhan, Menno et al. 2014. “Improving Educational Quality through Enhancing Community Participation: Results from a Randomized Field Experiment in Indonesia.” *American Economic Journal: Applied Economics* 6(2): 105-26. [Reading List](#)

The New Education Panaceas?

Thursday, November 19: Evidence-Based Policy

- **For Class:**

- Esther Duflo. 2020. “Field Experiments and the Practice of Policy.” *American Economic Review*, 110(7): 1952-1973. [Reading List](#)

- Castillo, Nathan M., and Daniel A. Wagner. 2014. "Gold Standard? The Use of Randomized Controlled Trials for International Educational Policy." *Comparative Education Review* 58 (1): 166-173. [Reading List](#)
- Dreze, Jean. August 3, 2018. "Evidence, policy, and politics." *Ideas for India*. [link](#)

Tuesday, November 24: Conditional Cash Transfers

• For Class:

- Parker, Susan, and Tom Vogl. 2018. Do Conditional Cash Transfers Improve Economic Outcomes in the Next Generation? Evidence from Mexico. Cambridge, MA: National Bureau of Economic Research. NBER Working Paper. [link](#)
- De La O, Ana Lorena. 2015. Crafting Policies to End Poverty in Latin America: The Quiet Transformation. Pgs. 1-16 & 72-95. [Reading List](#)
- Krueger, Alan B. May 2, 2002. "A Model for Evaluating the Use of Development Dollars, South of the Border." *The New York Times*. [link](#)

• After Class:

- Longform Assignment 2: Longform First Draft

Tuesday, December 1: The Private Sector

• For Class:

- Pritchett, Lant. June 2003. "When Will They Ever Learn? Why All Governments Produce Schooling." BREAD Working Paper Number 31. Bureau for Research in Economic Analysis of Development. [link](#)
- Romero, Mauricio, Justin Sandefur, and Wayne Aaron Sandholtz. 2020. "Outsourcing Education: Experimental Evidence from Liberia." *American Economic Review* 110(2): 364-400. [Reading List](#)
- Kuo, Lily, and Yomi Kazeem. 2018. "The controversial Silicon Valley-funded quest to educate the world's poorest kids." *Quartz*. [link](#)
- Bajaj, Vikas, and Jim Yardley. December 30, 2011. "Many of India's Poor Turn to Private Schools." *The New York Times*. [link](#)

Thursday, December 3: Wrapping-Up

• For Class:

- Chávez, Kerry, and Kristina M. W. Mitchell. 2020. "Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity". *PS: Political Science & Politics*. 53(2): 270-274. [Reading List](#)
- 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. [Reading List](#)

• After Class:

- Longform Assignment 3: Longform Peer Revisions

Monday, December 14, 5PM

- Longform Assignment 4: Longform Final Draft