

Colloquium on International Education and the United Nations – Goals and Content:  
Major World Developments and Their Implications for Education

Syllabus

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The course presents the history as well as the current strategies and initiatives of various international organizations. The general introduction attempts to highlight, from a critical perspective, the logic of donors and the rationale for external assistance. Five current trends will be analyzed in greater detail: knowledge banks, demands for good governance, post Cold War studies, south-south transfer, and the War on Terror and U.S. assistance. To enable a comparative perspective, international organizations discussed in this course are not restricted to U.N. organizations (especially UNESCO and UNICEF) but also include development banks (World Bank and regional banks), international NGOs (non-governmental organizations), bilateral assistance programs (e.g., USAID, JICA, etc.) as well as other international organizations (e.g., IIE/Fulbright). A few representatives of international organizations are invited as guest speakers.

Special approval is required and the course is limited to 15 students. Requirements: ITSF4090 and/or ITSF4091 (preferably “and”).

**SCHEDULE**

**International Organizations: Goals, Content and “Donor Logic” from a Comparative Perspective**

**Session 1: General Overview**

January 23: Easterly (2002)

**Session 2: U.N. Organizations: Example UNESCO**

January 30: Jones (1999), Mundy (1999), Jansen (2005), Heyneman (1999)

**Session 3: World Bank and Bilateral Assistance**

February 6: Heyneman (2003), Alesina & Dollar (2000), De Moura Castro (2002)

**Session 4: Colloquium with UNICEF Representative**

February 13: The children’s right approach

**Session 5: Colloquium with NGO Representative**

February 20: Dissemination and advocacy for “best practices”

Note:

February 27, March 6 no class; instead: April 1, 1 – 4 PM

March 13 no class: TC spring break

**Session 6: NGOs – Part I**

March 20: Fisher (1997), Edwards & Hulme (1998), Najam (2000), Mandel (2002)

**Session 7: NGOs – Part II**

March 27: Appadurai (2000), Barr, Fafchamps & Owens (2005), Mundy & Murphy (2000)

**Major World Developments and International Cooperation**

**Session 8: Knowledge Banks (possibly Colloquium with World Bank Representative)**

April 1 (1 – 4 PM, Saturday): Cusso & D’Amico (2005), Jones (2004), King (2002)

**Session 9: Demands for Good Governance and Transparency**

April 3: Marquette (2004), Malena with Forster & Singh (2004), Karim, Santizo Rodall & Cabrero Mendoza (2004)

**Session 10: South-South Transfer**

April 10: Chisholm (2005), other text TBA

**Session 11: Colloquium with IIE/Fulbright**

April 17: Local capacity building and South-South transfer

**Session 12: The War on Terror and U.S. Assistance & Colloquium with I\*Earn Representative**

April 24: Jobson (2005), Johnson (2004), Rizvi (2003)

**Session 13: “Internationalist”/Socialist Cooperation & Post Cold-War Studies**

May 1: Steiner-Khamsi & Stolpe (2006, chapter 4, 5, 10), Steiner-Khamsi & Lambert (2006, TBA)

**Session 14: Wrap-Up Session**

May 10: Continuation: chapters from Steiner-Khamsi & Stolpe (2006)

**READING**

Alesina, Alberto & Dollar, David (2000). Who gives foreign aid to whom and why? *Journal of Economic Growth*, 5, 33 – 63.

Appadurai, Arjun (2000). Grassroots globalization and the research imagination. *Public Culture*, 12 (1), 1 – 19.

Barr, Abigail, Fafchamps, Marcel & Owens, Trudy (2005). The governance of non-governmental organizations in Uganda. *World Development*, 33 (4), 657-679.

Chisholm, Linda (2005). The politics of curriculum review and revision in South Africa in regional context. *Compare*, 35 (1), 79 – 100.

Cusso, Roser & D’Amico, Sabrina (2005). From development comparatism to globalization comparativism: towards more normative international education statistics. *Comparative Education*, 41 (2), 199 - 216.

- De Moura Castro, Claudio (2002). The World Bank policies; damned if you do, damned if you don't. *Comparative Education*, 38 (4), 387 – 399.
- Easterly, William (2002). The cartel of good intentions. *Foreign Policy*, 131, 40 – 49.
- Edwards, Michael & Hulme, David (1998). Too close for comfort? The impact of official aid on nongovernmental organizations. *Current Issues in Comparative Education*, 1 (1), 1 – 21.
- Fisher, William F. (1997). Doing good? The politics and antipolitics of NGO practices. *Annual Review of Anthropology*, 26, 439 – 464.
- Heyneman, Stephen P. (1999). The sad story of UNESCO's education statistics. *International Journal of Educational Development*, 19, 65 – 74.
- Heyneman, Stephen P. (2003). The history and problems in the making of education policy at the World Bank 1960 – 2000. *International Journal of Educational Development*, 23, 315 – 337.
- Jansen, Jonathan D. (2005). Targeting education: the politics of performance and the prospects of "Education for All." *International Journal of Educational Development*, 25, 368 – 380.
- Jobson, Lisa (2005). *Waging the war for mutual understanding. The role of international educational exchange in the U.S. Government's post-September public diplomacy campaign*. New York: Teachers College, Columbia University, M.A. thesis/IP.
- Johnson, Mark S. (2004). Trends in secular educational development in Azerbaijan and Central Asia: implications for social stability and regional security. *NBR Analysis*, 15 (5), 7 – 58.
- Jones, Phillip W. (1999). Globalisation and the UNESCO mandate: multilateral prospects for educational development. *International Journal of Educational Development*, 19, 17 – 25.
- Jones, Phillip (2004). Taking the credit: Financing and policy linkages in the education portfolio of the World Bank. In Gita Steiner-Khamsi, ed., *The global politics of educational borrowing and lending*. New York: Teachers College Press, pp. 188 – 200.
- Karim, Shahnaz, Santizo Rodall, Claudia A. & Cabrero Mendoza, Enrique (2004). *Transparency in education. Report card in Bangladesh & quality schools programme in Mexico*. Paris: International Institute for Educational Planning/UNESCO.
- King, Kenneth (2002). Banking on knowledge: the new knowledge projects of the World Bank. *Compare*, 43 (3), 311 – 326.
- Najam, Adil (2000). The four-C's of Third Sector-government relations. Cooperation, confrontation, complementarity, and co-optation. *Nonprofit Management and Leadership*, 10 (4), 375 – 396.
- Malena, Carmen with Forster, Reiner & Singh, Janmejay (2004). *Social accountability: an introduction to the concept and emerging practice*. Washington, DC: World Bank, Social Development, pp. 1-17.
- Mandel, Ruth (2002). Seeding civil society. In Christopher M. Hann, ed., *Postsocialism. Ideals, ideologies and practices in Eurasia*. London and New York: Routledge, pp. 279- 296.

Marquette, Heather (2004). The creeping politicization of the World Bank: the case of corruption. *Political Studies*, 52, 413-430.

Mundy, Karen (1999). Educational multilateralism in a changing world order: Unesco and the limits of the possible. *International Journal of Educational Development*, 19, 27 – 52.

Mundy, Karen & Murphy, Lynn (2000). Transnational advocacy, global civil society? Emerging evidence from the field of education. *Comparative Education Review*, 45 (1), 85 – 126.

Rizvi, Fazal (2003). Democracy and education after September 11. *Globalisation, Societies and Education*, 1 (1), 25 – 40.

Steiner-Khamsi, Gita & de Jong-Lambert, William (2006). Manuscript (in preparation); will be distributed in class.

Steiner-Khamsi, Gita & Stolpe, Ines (2006). *Educational import: local encounters with global forces in Mongolia*. New York: Palgrave Macmillan (chapter 4: Exchanging allies).

Steiner-Khamsi, Gita & Stolpe, Ines (2006). *Educational import: local encounters with global forces in Mongolia*. New York: Palgrave Macmillan (chapter 5: Structural adjustment reforms: ten years later).

Steiner-Khamsi, Gita & Stolpe, Ines (2006). *Educational import: local encounters with global forces in Mongolia*. New York: Palgrave Macmillan (chapter 10: Bending and borrowing in Mongolia, and beyond).

## ASSIGNMENTS

Your grade will be based on the following three evaluations:

Presentation in class (counts 20%)

Assignment 1 (counts 40%), due date: February 13.

Assignment 2 (counts 40%), due date: April 1.

There is a grace period of 1 week for one of the two assignments. No Incompletes are accepted in this class.

### **Presentation in Class (20%)**

Select two texts from a session and prepare maximum 10 power-point slides and hand-outs for the class. Presentation time: 15 minutes (will be strictly enforced), followed by 15 minutes discussion. In your presentation, please (a) summarize the main points made by the authors, (b) illustrate the points made with (own) example(s), and (c) include your own analyses and critical reflections. The evaluation is based on the three criteria listed above as well as on clarity of presentation and handouts/powerpoint slides. The presentations will be scheduled during the first session of class.

### **Assignment 1: Academic Response Paper I (40%)**

Select a text from the course as your lead text. Focus on one of the arguments made in your lead text. Present, examine and critically reflect on the validity of the argument based on (at least) 7 other texts. Please select 7 other texts that somewhat relate to the argument made in your lead text.

Format

Due date: February 13, approximately 15 pages, 1.5 line spacing

Title Page:

Title of your paper, your name, course title, date

Introduction (2 pages)

Summary of the lead text and presentation of the argument on which you focus your paper

[Responses] (10 pages)

Choose your own section titles in ways that reflect your main points of analysis (2-3 section titles are recommended for this part of your paper). Present your response to the lead text by drawing from arguments and perspectives made in the other 7 texts.

Conclusions (2 pages)

Summarize your response and draw conclusions for the larger field of international cooperation in education.

Limitations and Agenda for Further Research (1-2 pages)

Highlight the limitations of your analysis and identify areas that deserve further research.

References

**Assignment 2: Academic Response Paper II (40%)**

Select a text from the course as your lead text. Focus on one of the arguments made in your lead text. Present, examine and critically reflect on the validity of the argument based on (at least) 7 other texts. Please select 7 other texts that somewhat relate to the argument made in your lead text.

Format (see format for assignment 1)

Due date: April 3, approximately 15 pages, 1.5 line spacing

Alternative option for assignment 2: Students in this class are given the option to produce an empirical research paper that deals with the student's research focus and is related to the topic of the seminar.

**OFFICE HOURS**

Open Office Hours (walk-in, i.e., no appointment needed) in 364/366 Grace Dodge Hall:  
Mondays, 4-5 PM.

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