

## Uganda: Human Security & Development Theory

AFRS-3000 (3 credits)

Online 13 - 31 July 2020

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

### Description

This course will be provided online in July 2020, and precedes the in-country course that begins in December 2020. It aims to provide students with the opportunity to engage with development planning that puts human security at the core. Through panels of development experts and practitioners, students debate development paradigms and design development programs following key policy frameworks. Additionally, they engage with practitioners and select communities to gain a better understanding of how the Sustainable Development Goals are embedded in the sectoral planning. The students pay a special focus on the health sector, food and nutrition, physical security and general welfare. Through visits and interactions with vulnerable populations such as refugees, people with mental health challenges and ethnic minorities, students identify the underlying and proximate challenges they face with the aim of innovative interventions that are reflective of Uganda's National Development Planning policies. The course also introduces students to methods and tools of policy analysis, the methods and tools for developing action plans and projects to support the community's wellbeing. Central to the course is the question of whether people have a say in development projects or programs, and whether their human, civil and political rights are protected.

### Learning Outcomes

Upon completion of the course, students will be able to:

- Identify the central tenets of the human security paradigm in development;
- Explain and apply key concepts of a human security centered development policy planning;
- Demonstrate knowledge of the key models of policy analysis;
- Learn how to carry out community mobilization for development projects and programs;
- Apply environmental and social impact assessments, anticipatory planning for disasters, epidemics and civil unrest; and
- Explain how human rights are upheld in the different health, cultural and political settings.

### Language of Instruction

This language of instruction will be English and all materials of the course as well as the nuances of economic change and development will be in the same language.

## ***Methods of Instruction***

The online component is delivered through lectures, online group discussions, take home practical exercises and group work based on the key issues raised by the lectures by the practitioners and technocrats of government. All course materials are delivered in English.

## **Course Schedule**

This course is provided online. Students will be provided a detailed course schedule during orientation on the course.

### **Module 1: Contextualizing Development Paradigms: The unending debate with Uganda as a case study**

This module explores and analyzes competing paradigms of development and the centrality of the human security paradigm in development policy and planning. The module will also cover the crisis of development in Uganda with a view to emphasize the centrality of human security. The readings here are deliberately selected to cover this broad range of intellectual debates in the field of development studies. Critical questions to discuss include the following: Seen from the lenses of post-conflict, what are the most pressing development challenges facing Uganda? How can the main development theories help Uganda address those challenges? Are those traditional theories suitable to addressing Uganda's main challenges?

#### **Topics Include:**

- Development paradigms: human security, neo-liberal, human development and sustainable development paradigms
- Panel discussion on Uganda's National Development Plan 11 that aimed at ending poverty and protection of the environment to ensure prosperity for all by 2030. The "leaving no one behind" intersection with human security
- Uganda's health care system followed by a documentary on the health care system
- Development induced displacement; work with a practitioner to design environmental and social impact assessments of development projects.
- Industrial development: the role of special economic zones as an increase in employment strategy.
- Microfinance and entrepreneurship development among youth, women and physically challenged
- Conditional cash transfers schemes and poverty reduction

#### **Online discussion from University Professors and Practitioners**

- University professors
- National Environment Management Authority
- The health sector of Uganda
- The National Planning Authority
- National Investment Authority
- Uganda's pressing development challenges

#### **Required Readings:**

- Andersen-Rodgers, David, and Kerry Crawford. (2018). Human Security: Theory and Action. Copyright © School for International Training. All Rights Reserved.

Rowman & Littlefield [Sections 1]

- Hanlon, Robert J., and C. Kenneth (2016). Freedom from Fear Freedom from Want: An Introduction to Human Security. University of Toronto Press, 2016.
- Matunhu, J. (2011). "A Critique of Modernization and Dependency Theories in Africa: A Critical Assessment" African Journal of History and Culture, Vol 3. No 5 pp 65-72 (Reading discussion: Michaela) [Reading discussion 11: ]
- B. Asiimwe. (2018). "The Impact of Neoliberal Reforms on Uganda's Socio-Economic Landscape" in Uganda: The Dynamics of Neoliberal Transformation (Politics and Development in Contemporary Africa), Eds, Jörg Wiegratz, Giuliano Martiniello and Elisa Greco pp. 145-162 [Reading discussion 11:]
- W. Bello. (2013). "Post 2015 Development Assessment: Proposed Goals and Indicators; Development 56 (1) Dialogue pp. 93-102
- Escobar A. (2012) "Introduction: Development and the Anthropology of Modernity" in Escobar, Arturo. Encountering Development: The Making and Unmaking of the Third World. Princeton, N.J. Princeton University Press, 2012. [Introduction and chapter 1]
- Easterly, W. (2002). The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics (Cambridge: M.I.T Press).
- Acemoglu, D. and Robinsons, J. (2012). Why Nations Fail: The Origins of Power, Prosperity, and Poverty (New York: Crown Publishers)
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#### Online Resource

- Lorenzo G. Bellù, and Food and Agriculture Organization of the United Nations. (2011). Development and Development Paradigms A (Reasoned) Review of Prevailing Visions, available at <http://www.fao.org/policy-support/resources/resources-details/en/c/846758/> accessed on 25<sup>th</sup> April, 2020

#### Required Videos:

- Life and Debt: A powerful analysis of globalization and its effect I have seen;
- Ernesto Sirotli "If you want to help someone, shut up and listen, available at <https://www.youtube.com/watch?v=chXsLtHqfdM&t=854s>
- Esther Duflo, "Social Experiments to fight poverty" available at <https://www.youtube.com/watch?v=0zvrGiPkVcs>

#### Module 2: Introduction to Social Policy Analysis: A human security framework

This module introduces the approaches and tools of social policy analysis. They will be assigned a social policy analysis activity that they will undertake within a set scenario. Drawing on Uganda's National Community Development Policy and on the knowledge acquired, students will design a policy and use the SWOT analysis in their design.

#### Topics Include:

- Introduction to Social Policy
- Community resource mapping
- Human and Food Security
- Gender dynamics in resource utilization and
- Microfinance and entrepreneurship development
- Community resilience strategies

- Disaster management and resettlement planning
- Impact Evaluation of Social Policy

### Required Reading

- Gil, D. G. (1970). A Systematic Approach to Social Policy Analysis. *Social Service Review*, 44(4), 411.
- Andersen-Rodgers, David, and Kerry Crawford. (2018). *Human Security: Theory and Action*. Rowman & Littlefield [Sections 1, 11 and IV]
- Selim, J. (2002). Evolution of the Human Development Index, Section 2. In *Handbook of Human Development*. Oxford University Press.
- Sen, A. (2000). *Development as freedom*. New York. Anchor Books. [Introduction and chapter Two.
- Towards a Post-2015 Framework for Disaster Risk Reduction, available at [https://www.unisdr.org/files/25129\\_towardsapost2015frameworkfordisaste.pdf](https://www.unisdr.org/files/25129_towardsapost2015frameworkfordisaste.pdf)

### Online discussion from Practitioners

- The National Planning Authority
- Office of the Prime Minister
- Uganda Tourism Board
- Gender dynamics in social sector planning (FGM and GBV)

## Module 3: The Nexus Between Human Rights and Human Security

Synergy between human rights and human security is explored with a view to examine how people's safety and security is upheld in situations of civil war, conflict and other humanitarian emergencies like prima facie refugees' influx into host states. Uganda's renowned hospital refugee policy is explored with a view to identify how it protects the human rights of those under its care. Minority rights, ethnic (pygmy, LGBTQI and refugees). The inter-agency planning to provide support are also explored. Revenue sharing and resource use will also be covered with a special focus on tourism and corporate social responsibility.

### Topics include:

- Human rights: special focus on the right to development, relevant conventions special; attention to the International Convention of Economic, Social and Cultural Rights (ICESCR);
- Ethical considerations for studying vulnerable populations;
- Human security of vulnerable populations: mental health, refugees and minority groups; and
- Human security in humanitarian assistance and post-conflict reconstruction: culturally sensitive planning

### Required Readings:

- Andersen-Rodgers, David, and Kerry Crawford. (2018). *Human Security: Theory and Action*. Rowman & Littlefield [Sections 111 and IV]
- Sen, A. (2001). *Development as Freedom* (Cambridge University Press).
- Food and Agriculture Organization of the United Nations (FAO). (2018). Food security, resilience and well-being analysis of refugees and host communities in Northern Uganda. ReliefWeb
- Towards a Post-2015 Framework for Disaster Risk Reduction, Act Alliance. (2014). Security Risk Assessment Tool. Act Alliance.

**Required Videos:**

- Jason Russell (2012). Kony 2012: by Invisible Children.
- Kristen Wenz (2018). What if a single human right could change the world? Available at [https://www.ted.com/talks/kristen\\_wenz\\_what\\_if\\_a\\_single\\_human\\_right\\_could\\_change\\_the\\_world/#t-48334](https://www.ted.com/talks/kristen_wenz_what_if_a_single_human_right_could_change_the_world/#t-48334)

**Module 4: Finance and Poverty Reduction Strategies**

Financial resources are crucial for poverty reduction goals. Often, developing countries experience severe resource constraints that impede their efforts to achieve poverty reduction goals. In the face of such constraints, new models of financing for development have emerged. This module will discuss the value added of microfinance and conditional cash transfers schemes in combating poverty.

Topics Include:

- The Role of Microfinance in Development
- Conditional Cash Transfers and Poverty Reduction
- Success Stories of Conditional Cash Transfer
- Microfinance and Poverty Reduction in Uganda

Readings;

Marshall, C. and Hill, P. (2015). The best resources on Conditional Cash Transfers, Health Policy and Planning, Vol. 30, Issue 6., pages 742-746

Fiszbein, A. et al. (2009). Conditional Cash Transfers: Reducing Present and Future Poverty (Washington, DC: World Bank), available at <http://documents.worldbank.org/curated/en/914561468314712643/Conditional-cash-transfers-reducing-present-and-future-poverty>

Bateman, M. (2011). Confronting Microfinance: Undermining Sustainable Development (Sterling, VA: Kumarian Press)

Armendariz, B. and Morduch, J. (2009). The Economics of Microfinance (Cambridge: M.I.T. Press)

Asian Development Bank (2000). Finance for the Poor: Microfinance Development Strategy, available at <https://www.adb.org/documents/finance-poor-microfinance-development-strategy>

Karlan, D. (2016). Finance for the Poor: How Can Financial Services Work better for Low-Income Consumers?

**Online Videos: To complete**Policy Analysis Paper (20%)

Students are assigned a social policy, such as Uganda's Environment Policy or Uganda's National Community Development Policy and, drawing on the knowledge so far acquired, they write a two-page

analysis of the policy, making specific reference to approaches to social policy analysis as described in the assigned reading, and material so far covered in the course.

### Readings discussion (20%)

Each student is assigned at least one reading over the course of the semester that they summarize to the group and then facilitate discussion around the key/critical issues that the reading raises.

### Participation 20%

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions. It also means polite and respectful behavior. In addition, the following are expectations of all participants:

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers', local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

### Final term paper 40%

Students respond to one question from a set of four and write a 4-6page reflection paper. The set questions are derived from the key themes of the course. Additional instructions will be provided by the instructor.

### **Assessment Summary:**

Policy Analysis Paper	(20%)
Readings discussion	(20%)
Participation	(20%)
Final term paper	(40%)

### **Grading Scale**

94-100% A Excellent  
90-93% A-  
87-89% B+  
84-86% B Above Average  
80-83% B  
77-79% C+  
74-76% C Average  
70-73% C  
67-69% D+  
64-66% D Below Average  
Below 64% F -Fail

### **Grading Criteria**

An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of

factual, numerical and/or historical evidence. In terms of class participation, an “A” grade refers to full attendance, punctuality, evidence of having completed assigned readings, attentive listening and active engagement in all lectures, discussions, field visits and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and taken into account.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.