Course Syllabus

Development Studies
AFRS 3000 (4 Credits / 60 class hours)
SIT Study Abroad Program:
Uganda: Development Studies

Course Description
This integrative, interdisciplinary course engages students in concepts and current debates in development studies, with emphasis on their relevance to development approaches in Uganda and, more broadly, East Africa. With development in Uganda as its focus, the course articulates local histories, geographies, contemporary political developments, development priorities and approaches. Lectures are held at Makerere University, the SIT Resource Centre, and related sites around and outside Kampala, drawing on professors from the University as well as experts from private, non-governmental organizations and cultural institutions. Educational excursions form a significant site for learning in the course, and assignments draw on readings, lectures, processing sessions, field trips, and in-class discussions.

Course Objectives
Development Studies encompasses 60 academic hours (4 credits). Its main objectives are to:
- Expose students to present-day cultural, economic, political and social realities in Uganda and East Africa;
- Analyze the historical factors, both internal and external, which continue to define and affect Uganda’s development;
- Investigate various theories and approaches to development and conceptualize them within the current practice of development in Uganda;
- Examine ethical questions embedded in the conceptualization and practice of development;
- Explore social change in Uganda with special references to issues of development, including public health, gender relations, family patterns, and community organization.

Expected Outcomes
Upon completion of the Development Studies seminar, students will be able to:
- Explain various theoretical approaches to development;
- Discuss aspects of the Ugandan development experience, including colonial and postcolonial engagements with development, the role of the state and local/national NGOs, and identity and its relationships to development;

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• Analyze examples of development in Uganda to assess the relative benefits and/or detrimental effects of a program’s design and outcomes, utilizing case studies;
• Conduct an informed and engaged practicum with development practitioners in Uganda.

Course Requirements
The Development Studies Seminar (DSS) integrates formal classroom lectures, field experiences, and complementary readings from a variety of sources. The core of the seminar is a lecture series given by Ugandan scholars of history, social policy, development theory, public health, gender relations, and community development. Lecturers are drawn from faculty at Makerere University, as well as from development practitioners and organizations including non-governmental and private voluntary organizations working and conducting research in Uganda.

Educational excursions to areas of historical and cultural significance, together with visits to development sites and organizations, help students integrate theories and concepts introduced in the core lectures with actually existing development efforts. Sites to be visited may include museums, ongoing development projects, the Kasubi Tombs, the Kabaka’s palace, art galleries, theatre productions, the AIDS Support Organization (TASO), Mulago Hospital, Mwanamugimu Nutrition Unit, Concern Urban Program, Child Restoration Outreach (CRO), and Action Aid International, amongst other sites. Excursions elsewhere in Uganda, to eastern and western sites, as well as a comparative visit to Rwanda, increase student knowledge and understanding of diverse approaches to development both within Uganda and throughout the region.

In the 3rd and 4th weeks of the course, you will choose one of the following electives for in-depth study (these electives are subject to availability, based on enrollment):

1) Gender and Development
2) Entrepreneurship, Microfinance, and Grassroots Development
3) Environment and Development
4) Public Health

Readings
Course readings include the following books:


Additional selected readings are listed by topic on the course schedule, below. Readings must be completed prior to the class period for which they are assigned.

As you formulate your practicum placement, please seek out relevant articles and books dealing with Uganda’s and East Africa’s history, politics, culture, development, women’s issues, environment, education, health, and wildlife. A wide variety of texts is available in the Resource Centre to supplement the required readings.

Assignments
*Media Report:* Examine a development issue or set of issues in Uganda that has/have dominated the media (print, television, radio) in the period preceding the assignment. At minimum, use two of the following three newspapers – *The New Vision, The Monitor*, and/or *The Independent* as your primary sources. Assess the issue(s) using other sources of information including a. conversations with homestay families members and SIT staff (excluding

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Case Study: Building on the elective, each student will choose a topic to explore in greater detail, using the lectures, readings, and site visits of the course to further augment the elective study. To successfully situate each case study, students will need to put the topic in a broader development context and consider the specifics of each in relationship to Uganda. A separate handout will be provided with additional details. Sample case study topics are listed below:

Case Study 1:  
Biofuels, food security, and resource nationalism in Uganda

Case Study 2:  
Chinese investment in Uganda

Case Study 3:  
Political decentralization and its relationship to development

Case Study 4:  
Faith-based organizations and HIV/AIDS prevention in Uganda

Case Study 5:  
Gender mainstreaming as key to development in Uganda

Case Study 6:  
Development as a “human right”

Participatory Rural Appraisal/Rapid Rural Appraisal (PRA/RRA) village stay paper: Students will be placed in pairs in selected homestays in Busia or Kapchorwa in eastern Uganda. Students will be expected to work independently of the AD and to plan and implement their own individual assignment. Preparation for the assignment will be made prior to the village stay (as a component of the Practicum Training and Ethics course). For the PRA/RRA paper, students will select one of the following broad topics with the goal of narrowing the topic further for a short study during the village stay. Each student will have their own specific topic. This assignment will force you to focus – your topic and questions must be succinct, given the limited time you’ll have to complete the fieldwork. The final product will be a 6-8 page typed paper. A separate handout will provide additional information. Below are suggested thematic areas:

Education  
Health care  
Indigenous knowledge  
Agricultural production  
Product marketing and pricing  
Cultural norms and gender roles  
The local council system  
Local resources

Discussion Leadership: Student-led processing sessions are held weekly to discuss lectures, site visits, and readings, as well as any related observations and cultural cues encountered over the week. The purpose of the processing sessions is to provide a student-driven forum to share, examine, assess, and analyze experiences on a weekly basis. In pairs, you will facilitate a 1-1½ hour session (there is no written assignment) during which you will briefly summarize the week’s

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salient experiences and offer a series of questions to lead students toward a substantive, integrative discussion of current course topics.

Participation: Students are expected to attend and participate in all classes and scheduled program activities with respect, enthusiasm, and with prior preparation. This involves reading any texts assigned prior to class/excursions and being prepared to bring them to bear on discussions.

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE NOTIFIED.

Evaluation and Grading Criteria
Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

Media Report: 20%
Case Study: 30%
PRA/RRA village stay paper 30%
Discussion Leadership: 10%
Participation: 10%

Grading Scale: The grading scale for all classes is as follows:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
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<td>C</td>
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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, attentive listening and active engagement in all lectures, discussions, field trips 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.

Course Schedule
The course content has been divided into two major components. The first, referred to here as Development in Theory, deals with the theories, concepts, paradigms, and debates in the development studies field. This part of the course is intended to provide the theoretical and conceptual aspects of development and how they relate to Uganda and other countries in the region. The second focus, referred to as Development in Practice, deals with the specific aspects of Uganda’s political, social and economic situation. With this structure, students have the opportunity to analyze the relationships and tensions between Uganda’s approach to development and the main theoretical paradigms. While the two parts are outlined below in distinct sections, they are presented concurrently during the semester. Site visits to a wide variety of non-governmental organizations, as well as a lecture series specific to your selected

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Development in Theory:

1. **Introduction to Development Studies**
Theoretical and conceptual aspects of development studies: development studies as a field of practice and as a field of study, competing approaches and perspectives in development studies, discourses of development.


2. **Theories of Development**
Modernization and dependency theories, socialist and state-led approaches to development, structural adjustment, and neoliberalism.


3. **Aid, Trade, and Rethinking Development**


Development in Practice (example lectures, subject to change):

1. **Geography, Environment, and Ethnic Groups of Uganda**
Uganda’s physical geography and climate and how they influence development, different ethnic groups and their relationship to the social and political set up in Uganda.

2. **Uganda’s History: Pre-Colonial to the Present**

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Uganda’s experience with colonialism and how this has influenced the social, economic, and political systems. The struggles/conflicts between traditional and colonial institutions. The post-independence political upheavals and possible explanations.

3. **Constitutionalism and Constitutional Reforms in Uganda since Independence**  
   Constitutionalism in Uganda, the different constitutional reforms since independence, and the prospects for the present constitutional regime.

4. **The Role of NGOs in Uganda’s Development**  
   A description of the NGO sector in Uganda, its emerging role as a provider of development assistance, funding alternatives, strengths and weaknesses.

5. **The Peace Process and Current Issues in the LRA/Government Conflict**  
   History of the northern insurgency, its causes, impacts and plausible solutions, and the local/internal and international dimensions of the problem.

6. **Uganda’s Health Care System**  
   Informal and formal health care providers. Structure, management and administration of Uganda’s health care system. Sources of funding. Strengths and weaknesses of the system.

7. **Uganda’s Education System**  
   Structure, management, funding, curricula, weaknesses and/or strengths of the education system in Uganda.

8. **Gender and Development: The Role of Uganda’s Gender Policy**  
   A situation analysis, Uganda’s gender policy, government’s efforts, barriers, and prospects.

9. **Environment and Development**  
   An overview of the key natural resources in Uganda is provided, followed by an analysis of institutional frameworks in environmental conservation and wise resource use.

10. **The Role of Parliament in Uganda’s Development**  
    Structure, composition and election of parliamentarians, strengths, weaknesses, constraints and opportunities parliament has in driving development.

**Student Expectations**

**Class Participation**  
Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, educational excursions and other activities. It also means polite and respectful behavior.

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.

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