



Development Studies Seminar

AFRS 3000 (4 Credits / 60 class hours)

SIT Study Abroad Program:

Uganda: Development Studies

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This integrative, interdisciplinary course engages students in concepts and current debates in development studies. Using Uganda's development policies and practices as a case study, students learn how to critically examine the suitability and sustainability of contemporary development paradigm, and how underlying political and social processes have historically challenged the aims that these policies and programs are intended to achieve. Further the course draws on four in-depth study concentrations: public health, environment, gender, and microfinance, entrepreneurship and grassroots development, to critically examine relationships between development policy and social welfare, social change, family structure and community organization in Uganda. The course raises ethical questions embedded in the conceptualization and practice of development in Uganda.

Educational excursions to sites of historical and cultural significance, together with visits to various development agencies help students to integrate theories and concepts introduced in the core lectures with existing development efforts. These visits increase student's knowledge and understanding of diverse approaches to development both within Uganda and throughout the region. In Kampala, sites may include the Uganda Museum, several ongoing development projects, Kasubi Tombs, the Kabaka's Palace, art galleries, theatre productions, the AIDS Support Organization (TASO), Mulago Hospital, Mwanamugimu Nutrition Unit, selected small and micro-enterprises (SMEs) and industries and indigenous innovations such as MakaPads. In depth study electives site visits are tailored to relevant development issues and are carefully designed to enable students practice research skills. During excursions, students visit Child Restoration Outreach

(CRO), Nakivaale Refugee settlement and Ruhira Millennium Village Development Projects. In Rwanda, the student may visit genocide memorials, the Commission for the Fight Against Genocide, the Rwanda Development Board and the Mayangye Millennium Village Development project

Lectures by University professors and by experts from private, non-governmental organizations and cultural institutions are held at Makerere University, the SIT Resource Centre, and at sites around and outside Kampala. Educational excursions are a significant source of learning. Assignments draw on assigned readings, lectures, reflection sessions, field trips, and in-class discussions.

Learning Outcomes

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

- Explain various theoretical approaches to development;
- Describe and discuss aspects of the Ugandan development experience, including colonial and postcolonial engagements with development, the role of the state and local/national NGOs;
- 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;
- Explain the relationships between development policy and social welfare, social change, and community organizations;

Language of Instruction

The course is taught in English, but students will be exposed to vocabulary related to course content as well as the nuances of economic change and development through in-country expert lectures and field visits in a wide range of venues and regional locales. Readings are in English, but students will be taught the local language "Luganda" to enable them to fit into their homestays and effectively build rapport with the different communities among whom they live, and to integrate these experiences into formal seminar discussions.

Module I: Development: theory, perspectives and debates

This module explores and analyzes the theories, concepts and debates related to development studies as a field of study and practice. The modernization, dependency, neo-liberalism, and the state-led approaches to development are examined. The readings here are deliberately selected to cover this broad range of intellectual debates in the field of development studies.

Assigned Reading:

Collier, P. (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, New York: Oxford University Press

Easterly, W. (2014). *The Tyranny of Experts: Economists, Dictators and the Forgotten Rights of the Poor*, New York: Basic Books

Kothari, U. (2007). A Radical History of Development Studies” in the *Journal of Peasant Studies* 34/1

Speth, J. G. (2008). *The Bridge at the Edge of the World: Capitalism, the Environment and Crossing from Crisis to Sustainability*, New Haven: Yale University Press Ch. 2 pp 46-66 and Ch. 5 pp107-125

Site Visits: Kasubi Tombs, Bulange: Buganda Parliament and Mwanamugimu Nutritional Clinic at Mulago Referral Hospital,

Module 2: Situating Uganda’s contemporary development dilemmas in historical, local and theoretical contexts

Building upon development theories, perspectives and debates that we explored in the first module, this section delves into specific development problems in contemporary Uganda: political conflict, gender relations and development, health, education and the media. The aim of this module is to expose students to a wide range of development issues that are pertinent to Uganda and the key institutions and personalities associated with these institutions and these issues. As part of this module students conduct site visits to Parliament of Uganda, Buganda Parliament, MAKAPADS project and Microfinance Institutions. ,

Lindermann S. (2011) Just another change of guard? Broad based politics and civil war in Museveni’s Uganda. *African Affairs*, Oxford University Press. Pp 387-416

Pariyo, G. et al. (2009). “Changes in Utilization of Health Services Among Poor and Rural Residents in Uganda: Are Reforms Benefitting the Poor”? In the *International Journal for Equity in Health*, pp 1-11

Esuruku, S. R. (2011). “Gender, Social Capital and Rural Development in Uganda,” *MAWAZO*, Vol 10. No. 3

Monkman, K. (2011). “Introduction: Framing Gender, Education and Empowerment” *Research in Comparative and International Education*, Vol 6 No. 1 pp1-13

Aventrup, R. (2008) “Reducing Poverty through Free Primary Education: Learning from the Experiences of Kenya, Lesotho, Malawi and Uganda” in J. Edgardo Campos and S. Pradhan (eds) *The Many Faces of Corruption: Tracking Vulnerabilities at the Sector Level*, Washington D. C: World Bank

Site Visits: Universal Primary School, Women’s Savings and Cooperative: Tusiukirewamu and Kasangati Health IV centre.

Documentaries: Life and Debt, World Cup Soccer in Africa: Who Really Wins and Darwin’s Nightmare

Module 3: Exploring the assumptions and contentions inherent in the dominant development paradigm

Development, conceived as a set of interventions, is contentious in academic circles. This session explores the contentions and contradictions that are inherent in the contemporary development apparatus from the perspective of various scholars. These selected readings allow students to explore the different perspectives related to development practice and the implications of each of their assumptions.

Carr, E.R. (2008). "The Millennium Village Project and African Development: Problems and Potentials" in *Progress in Development Studies*, Vol 8 No4 pp333-344

Easterly, W. (2009). "How the Millennium Development Goals are Unfair to Africa" *World Development*, Vol 97 No 2 pp328-332

Ferguson, J. (1990). *The Anti-politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*. Cambridge University Press. Preface, Introduction and Ch 2, pp 3-73

Mc Michael P. (2012). *Development and Social Change: A Global Perspective*. Washington D.C: Sage Ch 1 pp 1-25 and Ch p pp 251-283

Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press.

Site Visits: Millennium Village Project in Ruhira Uganda, the Millenium Village project in Bugesera Rwanda, Rwanda Governance Board, Rwanda Development Board, and Rural Village Stay in Uganda.

Module 4: The Rwandan Genocide as "a problem of modernity"

The Rwanda genocide is an exceptional event given its intimacy and scale. And yet regarding the genocide as exceptional conceals the ways in which the dynamics that led up to it are typical of conflicts in this region and in the modern era in particular. These readings are selected to explore this debate. Field visits to National Genocide Memorial in Kigali, Nyamata and Ntarama Genocide Memorials,

Mamdani, M. (2001). "Preface and Introduction: Thinking About Genocide." *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, N.J: Princeton University Press. Pp. 3-18

Mamdani, M. (2001). "Defining the Crisis of Post-colonial citizenship: Settler and Native as Political Identities." *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, N.J: Princeton University Press. Pp 19-40

Newbury C & Newbury D "A Catholic Mass in Kigali: Contested Views of the Genocide and Ethnicity in Rwanda. *Canadian Journal of African Studies*. Vol 33, No. 2/3 (1999)

Newbury C & Newbury D “The Genocide in Rwanda and the Holocaust in Germany: Parallels and Pitfalls in *Journal of Genocide Research* V (1): 135-145.

Site Visits: Gisozi National Genocide Memorial, Nyamata Genocide Memorial and Ntarama Genocide Memorial.

Module 5: Development and developments in contemporary Rwanda

Contrasted with Uganda and with other countries in the region, Rwanda is truly spectacular and has embarked on a fast-paced aggressive development agenda. How can we explain this fast-paced development? What assumptions inform Rwanda’s development model? What are its consequences; what has it enabled and what has it displaced? Contemporary Rwanda provides a framework with which to further obtain insights into the contemporary global development framework.

Jeff Chu Rwanda: “A Rising Model of Economic Development”

<http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic-development>

Beswick, Danielle (2010) “Managing Dissent in a Post-genocide Environment: The Challenge of Political Space in Rwanda” in *Development and Change* 41 (2): 225-251.

Reyntjens, (2006). Post-1994 Politics in Rwanda: Problematising “liberation” and “democratization”. *Third World Quarterly*, 27 (6), 1103-1117

Ansoms, A., & Rostagno, D. (September 01, 2012). Rwanda's Vision 2020 halfway through: what the eye does not see. *Review of African Political Economy*, 39, 133, 427-450.

Site Visits: Millennium Village Projects in Mayangye, the Special Economic Zone and Rwanda Development Board

In-Depth Study Electives:

SIT students are joined by a selected group of Makerere University students in two-week-long in-depth study electives. Working with scholars and professionals at Makerere University and government and non-government organizations, students have a choice to examine in greater depth one of four topics. The topics include; Environment and Development in which students appreciate the relationship between capitalism and the environment as well as the human impact on climate and environment. Gender and Development, Public Health and Development and Microfinance, Entrepreneurship and Grassroots development. The first week is spent at the home base of the organization. The focus is on the concepts, theories, principles and methods that relate to the chosen area of concentration. Students conduct one-on-one meetings with the professionals at the organizations, as well as attend lectures and workshops. In the second week, students conduct field site visits in rural or semi-rural areas to observe and interview groups and

individuals on issues that relate to the area of concentration or are a critical part of the elective. An assignment on the elective provides an opportunity for more individualized and field-based learning. A lot of initiative and creativity is required of the student.

Assignments:

Media report

Students 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. The synthesis is to be drawn from at least two media papers from the following: The New Vision, The Monitor, The East African and/or The Independent as the primary media sources. Analyze the context of the issue and its importance in Uganda's development. Make a comparative assessment of how this issue would play out in the United States. Multiple sources such as SIT staff, homestay family members and other professionals can be used to obtain different perspectives on your selected topic or issue. *Typed, four pages, double-spaced, one-inch margins, font 12, Times New Roman.*

Participant observation and thick description paper (discussion section)

The purpose of this assignment is to experience firsthand life in Uganda's rural area. Students will experience the meaning of rural life and begin to obtain insights into the meanings of "poverty" as a way of life. Students are required to select a theme or issue related to rural poverty and then explore, through informal and formal discussions with rural people, its causes and implications for rural social welfare and some of the ways in which it may be resolved. Students will describe what they have learned and analyze the findings in wider development context. *Five typed pages, double-spaced, one-inch margins, Times New Roman, font 12.*

In-depth study paper

In-depth study electives will cover a broad range of issues. This paper requires that student compose a personal reflection of the issues covered during the two weeks of their in-depth study. Your notes should make a chronological description of the issues that you have encountered, embedding a personal reflective/analytical account of the issues in your notes. This paper should read more like a journal entry. *Typed, no less than five double-spaced pages, one-inch margins, font 12 times new roman.*

Leadership of reading discussion

Summarize the article. Identify key arguments or issues that the article raises and, possibly, the assumptions that the author makes in the article, as well as the broad implications of the argument(s) that the article is making. Identify key questions that you note, in ways that will provoke discussion.

Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, field trips and other activities. 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.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- 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.

Grade distribution

Media report	20%
Participant observation and thick description paper (discussion section)	30%
In-depth study paper	30%
Leadership of readings discussion	10%
Participation	10%

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.

Expectations and Policies

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 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>.