

Contemporary Global Development Seminar

AFRS3000 (3 Credits / 45 hours)

SIT Study Abroad Program:

Uganda: Global 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

The course addresses the ways in which a global development agenda of international institutions has come to both shape the social dynamics in Uganda and how the various local cultural forms have in turn come to shape global development outcomes. The first part of the course introduces the theories and paradigms of development, and concepts of globalization. Next the course draws on key case studies to illustrate and examine the tensions and contradictions, the intended and unintended consequences of global development agenda. Of particular concern of the course are the lingering impacts of the economic liberalization program of structural adjustment and the social and political dynamics they have engendered. Key themes and case studies will include: theories and paradigms of development, a recent history of global development, economic liberalization and development, the environment, people and food, (Kyoto protocols), re-afforestation and agrarian transitions, governance, politics and economic liberalization, industrial/GMO driven farming vs organic farming, global development in post-conflict contexts (Rwanda), health and development, and the fishing crisis on Lake Victoria (tensions between multinational agenda's and local needs; subsistence crises and ecological goals).

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. 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 how the theories and paradigms of approaches of development shape development practice in Uganda today;
- Describe how a global development agenda plays out in the Uganda context and its impacts on people, food and the environment;
- Analyze examples of development in Uganda to assess the relative benefits and/or detrimental effects of global development.

Methods 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 to 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 One: 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. Modernization, dependency, neo-liberalism, and 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.* Oxford University Press. New York.
- 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. *Journal of Peasant Studies.* Vol 34, Issue 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

Module Two: A recent history of development in Uganda

This module critically examines Uganda’s recent development model. Building upon development theories, perspectives and debates that we explored in the first module, this section delves into specific development trends and problems in contemporary Uganda. The aim of this module is to expose students to a wide range of development issues that are pertinent to Uganda, the rationale that informs their design, 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 and relevant ministries such as the Ministry of Planning and Economic Development, Universal Primary School, Tositukirewamu Women’s Savings and Cooperative and Kasangati Health IV Centre. Students watch documentaries: *Life and Debt* and *World Cup Soccer in Africa: Who Really Wins?*

Assigned reading:

- 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.
- Avenstrup, 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.

Module Three: Uganda and Rwandan development models

Both Uganda and Rwanda have had difficult political pasts: Rwanda a genocide and Uganda a two-decade insurgency in the north. Rwanda has embarked on an aggressive development path that is visible in its spectacular infrastructure, universal healthcare, and exceptional progress in reducing rates of HIV/AIDS and malaria. A comparative excursion to Rwanda examines how the two countries' unique histories and the role of foreign aid and leadership have led to different development outcomes.

Field visits to National Genocide Memorial in Kigali, Nyamata and Ntarama Genocide Memorials.

Assigned reading:

- Mamdani, M. (2001). When victims become killers: Colonialism, nativism, and the genocide in Rwanda. Princeton, N.J: Princeton University Press. Pp. 3-18
- Mamdani, M. (2001). When victims become killers: Colonialism, nativism, and the genocide in Rwanda. Princeton, N.J: Princeton University Press. Pp 19-40
- Newbury, C. & Newbury, D. (1995). A Catholic Mass in Kigali: Contested Views of the Genocide and Ethnicity in Rwanda. Canadian Journal of African Studies. Vol 33, No. 2/3
- Newbury, C. & Newbury, D. (2003). The Genocide in Rwanda and the Holocaust in Germany: Parallels and Pitfalls. Journal of Genocide Research V (1): 135-145.

Module Four: Global development in Uganda and Rwanda: Millennium villages in post-structural adjustment and post conflict contexts

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. This module critically examines development in a post conflict country (Rwanda) vs development in a post-structural adjustment context (Uganda).

Assigned reading:

- Chu, Jeff. (2009). Rwanda: A Rising Model of Economic Development. Fast Company Magazine. [http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic-](http://www.fastcompany.com/1208900/rwanda-rising-new-model-economic)

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- Beswick, Danielle. (2010). Managing Dissent in a Post-genocide Environment: The Challenge of Political Space in Rwanda. *Development and Change* Vol 41, Issue 2, pp 225-251.
- Ansoms, A., & Rostagno, D. (2012). Rwanda's Vision 2020 halfway through: what the eye does not see. *Review of African Political Economy*, 39, 133, 427-450.

Module Five: Global development: Refugees and UN Conventions

Uganda hosts a large number of refugees, in part because the Lake Victoria basin has experienced civil and political conflict in Rwanda, Sudan, Congo, Somalia, for example. Visits to Nakivaale Refugee Settlement and conversations with urban refugees provide students insights into United Nations Refugees Status Determination protocols, and United National Durable solutions to the refugee question, Refugee Welfare programs and how these play out in the lives of refugees today.

Assigned reading:

- Bjorkhaug, Ingunn. (2017). Tales of Loss and Sorrow: Addressing Methodological Challenges in Refugee Research in Uganda. *Forum for Development Studies*. Vol 44 Issue 3, Pp 453-471.
- Clark-Kazak, Christina R. (2010). The politics of protection: aid, human rights discourse, and power relations in Kyaka II settlement, Uganda. *Disasters*. Vol 34, Issue 1, Pp 55-70.

Module Six: In-depth study electives

SIT students are joined by a selected group of Makerere University students in two weeklong in-depth study electives. Working with scholars and professionals at Makerere University and government and non-government organizations, students have a choice to study in greater depth one of four electives: new modes of environmental governance elective in which students appreciate the relationship between capitalism and the environment as well as the human impact on climate and environment; gender relations and development elective in which students study how gender relations affect community level development planning, service delivery and community welfare; comparative outcomes in healthcare elective, in which students examine key health issues (such as epidemics) and how these affect health, wellbeing and development; microfinance, entrepreneurship and grassroots development elective in which students analyze current debates in microfinance and entrepreneurship field.

The first week at each elective is spent with concepts, theories, principles and methods that relate to the chosen area of concentration, typically hosted at a relevant organization or body in Kampala working on these issues. 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 the elective. An assignment on the elective provides an opportunity for more individualized and field-based learning.

1. *In-depth Elective I: Comparative outcomes in health care:*
 - a. Urban vs. rural
 - b. Private vs. public
 - c. Traditional vs. modern
1. *In-depth Elective II: New modes of environmental Governance*
 - a. UN Conventions (Kyoto Protocols) and reforestation programs:
 - b. National forestry authority
 - c. Kyoto Protocol comes to Uganda

- d. Uganda Forestry Association/tree planting association
- e. Implications for agrarian transitions and relations

2. *In-depth Study Elective III: Gender relations and development*

- a. African traditional gender relations
- b. African/Uganda gender and development debates and practices vs American
- c. Negotiating gender relations and market dynamics
- d. Uganda Vs western feminism
- e. Sexuality and reproductive health
- f. Approach to women's development

3. *Microfinance, entrepreneurship and grassroots development*

- a. Government vs private sector
- b. Debates in the entrepreneurship field
- c. Social entrepreneurship & community transformation
- d. Sustainability of microfinance to grassroots development

Module Seven: Economic liberalization, climate change and fishing community livelihoods

Uganda's fishing industry provides a perfect case study on relationship between a global development (economic liberalization) agenda, climate change and impacts on livelihoods. Large corporations have recently come to exist side by side with small local fishermen endeavors and fishing has become a major source of national revenue. What explains these trends? How have they impacted local communities and the government, comparatively? Students will visit the government ministry charged with fishing to obtain insights into government policy, and then visit a local fishing community to obtain insights from them. Further discussion is provoked by a documentary, "Darwin's Nightmare" and assigned reading.

Assigned reading

- Johnson, Jennifer Lee. (2010.) From Mfangano to Madrid: The global commodity chain for Kenyan Nile perch. *Aquatic Ecosystem Health & Management* Vol 13, Issue 1, Pp 20-27.
- Kininmonth, S. Crona, B. Bodin, O. (2017). Microeconomic relationships between and among fishers and traders influence the ability to respond to social-ecological changes in a small-scale fishery. *Ecology and Society*. Vol 22, Issue 2.
- Musinguzi, Laban; Efitre, Jackson; Odongkara, Konstantine; et al. (2016). Fishers' perceptions of climate change, impacts on their livelihoods and adaptation strategies in environmental change hotspots: A case of Lake Wamala, Uganda. *Environment Development and Sustainability* Vol 18, Issue 4, Pp 1255-1273.
- Beuving, J. (2015). Spatial diversity in small-scale fishing: a socio-cultural interpretation of the Nile Perch sector on Lake Victoria, Uganda. *Tijdschrift Voor Economische En Sociale Geografie*. Vol 106, Issue 1, Pp 1-16.

Assignments and Grade Distribution:

Media report 20%

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 (discussion section) 30%

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: a critical reflection 30%

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 10%

Summarize the article and 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 10%

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.

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 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>.