***Graduate School of Public and International Affairs***

***University of Pittsburgh***

***SYLLABUS***

**PIA 2567**

**Technical Assistance and Program Design**

**Field Based Research and Organizational Development**

**Note: This syllabus also provides information on the East African Internships**

**And Graduate and Undergraduate Independent Studies in East Africa. Be prepared for last minute schedule changes as we adjust the program.**

**Thursday, 12:00-3:00**

**3610 Wesley Posvar Hall**

**Professor Louis A. Picard**

**Course Overview**

**Field based learning and cultural emersion are vital to gaining the skills necessary to have successful careers in international development and human security. With this in mind, the African Studies Program, the School of Education and the Law School are collaborating to expand the University of Pittsburgh field-based activities programs into a full-fledged learning research seminar which will now be available for all of East Africa and in other parts of Africa, Asia and Central and South America for students who are interested.**

**Over several phases, taking place in Pittsburgh and overseas, students will familiarize themselves with relevant literature, design a project for a research activity, an evaluation, or an organizational development opportunity in relation to the proposed project, and finally compile a policy/research paper on the project as part of a post-travel independent study.**

**Students will work with organizations dealing with issues of gender violence, homeless and other vulnerable youth, social entrepreneurialism and income generation, as well as other topics developed by students. This course will not only increase the experiential learning profile of the university and its students but will be a continuing mechanism for increasing the partnerships and network between Pitt academic centers and alumni and development organizations in East Africa and other parts of the world.**

**Graduate and upper-level undergraduate students (by invitation) will participate in a Pittsburgh infield-based learning research seminar for their overseas work in the summer of 2019. Their research project will be due on August 31. Students can register for the course either in the Spring semester or the Fall semester of 2019. The instructor will work independently with each person individually to develop their program. There will be three phases to the course/activity (depending on whether course credit is sought.**

**Phase I (Spring Semester)- Pittsburgh-based Classes take place prior to international travel.**

**Phase II (April 27): Students will submit a 5-10 page research proposal identifying the focus and methods for their planned research project.**

**Phase III (May-August 31). Students will carry out a research project focusing on organizational development, assessment or public policy research.**

**Requirements for a graduate or undergraduate internship or attachment**

1. **Attend four presentations during the semester**
2. **Complete two month internship or attachment**
3. **Submit ten page report**

**Requirements for Graduate or Undergraduate Independent course (one, two or three credits)- pass, fail or honors**

1. **Attend four public presentations in Spring semester**
2. **Present one presentation per credit on topic and reading material from syllabus**
3. **Complete a two month research attachment to carry out agreed upon research**
4. **Submit 10-15 pages research report**

**Requirements for Course Grade**

1. **Attendance at all Pittsburgh Seminars**
2. **Three presentations on on topics and reading from the seminar syllabus**
3. **Preparation of five to ten page proposal on research project (prior to Departure). Students may carry out individual or joint research**
4. **Read and Discuss course materials in class**
5. **Preparation of fifteen page Research or Professional Research Report (Design, public policy, evaluation or Business Plan)**

**Course Themes: Social Entrepreneurialism, Human Security and International Development**

 **Sub-Themes and Topics: These are illustrative**

* **Education, Capacity Building and Social Development**
* **Gender Violence**
* **Child Homelessness**
* **Social Entrepreneurialism and Sustainability**
* **Micro-Credit, sustainability and Rural Development**
* **Hidden Peoples**
* **Health and Special Needs Programs**
* **Survivors of Conflict and Pandemic Diseases**
* **Gender Violence**
* **Rural Income, Agriculture and Food**
* **Specially designed topics if approved by the instructor**

**Lectures and Reading Assignments**

**Note: Each Student will Report on three sets of readings**

**January 17**

**Overview of Course**

**Presentation: Louis A. Picard. “Project Design and Field Research”**

 **Lindsay Angelo. “Planning and Business Development Plans**

**Course Text: Handbook in Project Design. To be made available in hard copy and on line**

**Readings: Read at least two readings. Each student to bring in three questions for next weeks’ class.**

**Theophilus Gokah, “The Naïve Researcher; Doing Social Research in Africa,” *International Journal of Social Science Research Methodology* (Volume 9, No. 1, 2006).**

[**https://www.tandfonline.com/doi/full/10.1080/13645570500436163?scroll=top&needAccess=true**](https://www.tandfonline.com/doi/full/10.1080/13645570500436163?scroll=top&needAccess=true)

**Tobias O. Nyumba, Kerrie Wilson, Christina J. Derrick, and Nibedita Mukherjee, “The Use of Focus Group Discussion Methodology: Insights from two Decades of Application in Conversation,” *Methods in Ecology and Evolution* (2018), pp. 2032.**

[**https://besjournals.onlinelibrary.wiley.com/doi/epdf/10.1111/2041-210X.12860**](https://besjournals.onlinelibrary.wiley.com/doi/epdf/10.1111/2041-210X.12860)

**Ellen Taylor Powell and Sara Steele, “Collecting Evaluation Data: Direct Observation” (Madison: Madison WI: University of Wisconsin Cooperation Extension, January 9, 1996.**

[**https://studylib.net/doc/18204491/collecting-evaluation-data--end-of**](https://studylib.net/doc/18204491/collecting-evaluation-data--end-of)

**“Direct Observation,” in Nicolle, C.A., 1999. USERfit - Design for all methods and tools. (June, Donostia-San Sebastian, Spain), *pp. 33-44.* (Available in hard copy and On Picard Website).** [**https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/1026/1/PUB360.pdf**](https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/1026/1/PUB360.pdf)

**January 24**

**Social Enterprises, Income Generation and Research**

**Lecture: Louis A. Picard, “Charity, Philanthropy and Social Entrepreneurialism” The Road to the Log Frame**

**Lecture: Society and Culture- Macrina Lelei and Anna Marie Karnes**

***Required: Choose One* (Read selectively).**

**Ryszard Praszkier and Andrzej Nowak, Social Entrepreneurship: Theory and Practice (Cambridge: Cambridge University Press, 2012). Strongly Recommended.**

[**http://assets.cambridge.org/97805217/67316/frontmatter/9780521767316\_frontmatter.pdf**](http://assets.cambridge.org/97805217/67316/frontmatter/9780521767316_frontmatter.pdf)

**W.B. Vosloo, ed., Entrepreneurship and Economic Growth (Pretoria: Human Sciences Research Council, 1994).**

[**http://benvosloo.com/EntrepreneurshipandEconomicGrowth.pdf**](http://benvosloo.com/EntrepreneurshipandEconomicGrowth.pdf)

**January 31**

**Education and Social Development**

**Lecture: Education and Development-Maureen Porter**

**Student Discussion of Literature-Picard**

***Read Three articles and Watch One Video***

**Pauline Ann Severn Greenlick and Louis A. Picard, “Uganda’s Hidden Children,” (Pittsburgh: University of Pittsburgh Ford Institute for Human Security, January 8, 2014. On Picard Website).**

**Maureen Porter, and Kathia Monard, “Ayni in the Global Village: Building Relationships of Reciprocity through International Service Learming,” *Michigan Journal of Community Service Learning,* (Fall, 2001), pp. 5-17.**

[**https://quod.lib.umich.edu/m/mjcsl/3239521.0008.101?rgn=main;view=fulltext**](https://quod.lib.umich.edu/m/mjcsl/3239521.0008.101?rgn=main;view=fulltext)

**Sachs, J. D. (2012). From millennium development goals to sustainable development goals. The Lancet, 379(9832), 2206-2211. (**[**article**](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2812%2960685-0/abstract)**)**

**Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. The journal of applied behavioral science, 40(3), 260-282. (**[**article**](http://journals.sagepub.com/doi/abs/10.1177/0021886304266847)**)**

**Reimers, F. (2006). Education and social progress. The Cambridge Economic History of Latin America, 2, 427-480. (**[**chapter**](https://www.researchgate.net/profile/Fernando_Reimers/publication/290160164_Education_and_social_progress/links/58c9cc35aca27286b3afa0e4/Education-and-social-progress.pdf)**)**

**Holla, A., & Kremer, M. (2009). Pricing and access: Lessons from randomized evaluations in education and health. (**[**article**](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1390281)**)**

**Ainscow, M. (2013). Developing more equitable education systems. Reframing educational research: Resisting the'what works' agenda, 77-91. (**[**article**](https://books.google.com/books?hl=en&lr=&id=vs0ye2SNUPwC&oi=fnd&pg=PA77&dq=equitable+education+&ots=tTmGgim_Ts&sig=ETrAw3yIC2AYFQwdOBsb7oG3oaE#v=onepage&q=equitable%20education&f=false)**)**

**Why social enterprise is a good idea, and how we can get more of it: Alex Hannant at TEDxTeAro”. (**[**video**](https://www.youtube.com/watch?v=Kx9tizvS8NY)**)**

**Creating Positive Change: Katie Meyler on Liberian education for girls and empowerment. (**[**video**](https://www.youtube.com/watch?v=LeTv-3_G1Y0)**)**

**February 7**

**Micro-Credit and Sustainability**

**Lecture: Social Entrepreneurialism and Micro-Credit - John Bonello**

***Read Three Items and Watch Video***

**Otero, Maria and Elisabeth Rhyne, eds. The New World of Micro-Enterprise Finance: Building Healthy Financial Institutions for the Poor (West Hartford, CN: Kumarian Press, 1994). Selections. (Book)**

[**https://www.amazon.com/New-World-Microenterprise-Finance-Institutions/dp/1565490304**](https://www.amazon.com/New-World-Microenterprise-Finance-Institutions/dp/1565490304)

**\*\***This book is unavailable both online and, in the library, so it would be something you would have to purchase**.**

**Carter, S.E., & Jones-Evans, D. Enterprise and small business: Principles, practice and policy. 3rd Edition. Chapters 1-2, 12, 16. (**[**book**](https://www.amazon.com/Enterprise-Small-Business-Principles-2012-07-25/dp/B01JXUGML8/ref%3Dsr_1_4?ie=UTF8&qid=1516805325&sr=8-4&keywords=Enterprise+and+small+business%3A+Principles%2C+practice+and+policy)**)**

**\*\***This book is unavailable both online and, in the library, so it would be something you would have to purchase**.**

**Tewes-Grandl, & van Gaalen. (2016). Driving Conservation Through Sustainable Tourism Enterprises. World Bank. (**[**article**](http://www.endeva.org/publication/driving-conservation-sustainable-tourism-enterprises)**)**

**Batemen. (2012). The Role of Microfinance in Contemporary Rural Development Finance Policy and Practice: Imposing Neoliberalism as ‘Best Practice’. Journal of Agrarian Change. (**[**article**](https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1471-0366.2012.00376.x)**)**

**Aizenman, N. (2016). Can microloans lift women out of poverty? NPR. (**[**article**](https://www.npr.org/sections/goatsandsoda/2016/11/01/500093608/you-asked-we-answer-can-tiny-loans-lift-women-out-of-poverty)**)**

**Story of Annapurna Pariwar microfinance to empowerment: Medha Samant at TEDxIIMRanchi. (**[**video**](https://www.youtube.com/watch?v=LtslFAMvZEU)**)**

**Farhad Hossain and Zahidur Rahman, eds. Micro-Finance and Poverty Allieviation in Uganda.** \*\*Book only available in Hard copy at the Library

**Matovu, Dan.2006.Microfinance and Poverty Alleviation Uganda: A Case Study of Uganda Finance Trust. (**[**article**](https://globalstudies.gu.se/digitalAssets/808/808154_2006_matovu.pdf)**)**

**February 14. Rural Income, Agriculture and Food**

**Lecture: Louis A. Picard- Rural development and Income Generation.**

***Read Three Items and Watch Film***

**Pirzer, Tewes-Grandl, Heuer, Liebl, Meyer, & Robertshaw. (2016). Scaling Innovation at the Energy- Agriculture Nexus in East Africa. World Bank. (**[**article**](http://www.endeva.org/publication/scaling-innovation-energy-agri-nexus)**)**

**Uba, Pirzer, Tews-Grandl, van Gaalen, & Pasipanodya. (2015). Replicating Eco-Inclusive Business Models. World Bank. (**[**article**](http://www.endeva.org/publication/replicating-eco-inclusive-business-models)**)**

**Kassie, M., Shiferaw, B., & Muricho, G. (2011). Agricultural technology, crop income, and poverty alleviation in Uganda. *World Development*, *39*(10), 1784-1795. (**[**article**](https://s3.amazonaws.com/academia.edu.documents/45676365/j.worlddev.2011.04.02320160516-21956-oqjm5i.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1521397692&Signature=SMo0%2FCL97rhwUuK9zXjTXj2Sv1I%3D&response-content-disposition=inline%3B%20filename%3DAgricultural_Technology_Crop_Income_and.pdf)**)**

**Morton, J. F. (2007). The impact of climate change on smallholder and subsistence agriculture. *Proceedings of the national academy of sciences*, *104*(50), 19680-19685. (**[**article**](http://www.pnas.org/content/104/50/19680.short)**)**

**Film: “The Most Important Number is One,” Pauline Greenlick, Director.**

[**https://www.youtube.com/watch?v=eCtHWpvGvbE**](https://www.youtube.com/watch?v=eCtHWpvGvbE)

**February 21**

**Gender Violence, and Homeless Children**

**Lecture: Paige Alderson: “The Law and Sensitivity in Hidden Peoples Research”**

***Read Three articles and Watch One Video***

**Peacock, D., & Levack, A. (2004). The men as partners program in South Africa: Reaching men to end gender-based violence and promote sexual and reproductive health. International Journal of Men's Health, 3(3), 173. (**[**article**](https://search.proquest.com/docview/222852059?pq-origsite=gscholar)**)**

**Morrison, A., Ellsberg, M., & Bott, S. (2007). Addressing gender-based violence: a critical review of interventions. The World Bank Research Observer, 22(1), 25-51. (**[**article**](https://academic.oup.com/wbro/article/22/1/25/1655919)**)**

**Farmer, P. (1999). Pathologies of power: rethinking health and human rights. American Journal of Public Health, 89(10), 1486-1496. (**[**article**](http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.89.10.1486)**)**

**Bott, S., Morrison, A., & Ellsberg, M. (2005). Preventing and responding to gender-based violence in middle and low-income countries: a global review and analysis (Vol. 3618). World Bank Publications. (**[**book**](https://books.google.com/books?hl=en&lr=&id=bHuoNOV1MGUC&oi=fnd&pg=PA3&dq=gender+based+violence+education+&ots=tMXX5VIDGO&sig=RN5UBSwsiCA4WS7Hy2SBKwuWA8A#v=onepage&q=gender%20based%20violence%20education&f=false)**)**

**UNICEF USA: Equality for Women and Girls. (**[**video**](https://www.youtube.com/watch?v=cRbtI2phnYU)**)**

**First principles of health justice: a human right to be healthy- Sridhar Venkatapuram. TEDxLSHTM. (**[**video**](https://www.youtube.com/watch?v=Ex1AqnM6U9Y)**)**

**Human Security, Health and Hidden Peoples**

**Lecture: Ashley Saxe, “Human Security, Health and Hidden Peoples”**

***Read Three articles***

**Edmonds, L. J. (2005). Disabled people and development. (**[**document**](https://think-asia.org/bitstream/handle/11540/5360/Disabled-people-and-development.pdf?sequence=2)**)**

**Yeo, R., & Moore, K. (2003). Including disabled people in poverty reduction work: “Nothing about us, without us”. World Development, 31(3), 571-590. (**[**article**](http://rt4rf9qn2y.scholar.serialssolutions.com/?sid=google&auinit=R&aulast=Yeo&atitle=Including+disabled+people+in+poverty+reduction+work:%E2%80%9CNothing+about+us,+without+us%E2%80%9D&id=doi:10.1016/S0305-750X(02)00218-8&title=World+development&volume=31&issue=3&date=2003&spage=571&issn=0305-750X)**)**

**Hayhurst, L. M. (2014). The ‘girl effect’ and martial arts: Social entrepreneurship and sport, gender and development in Uganda. Gender, place & culture, 21(3), 297-315. (**[**article**](http://www.tandfonline.com/doi/pdf/10.1080/0966369X.2013.802674?needAccess=true)**)**

**Fujiura, G. T., Park, H. J., & Rutkowski‐Kmitta, V. (2005). Disability statistics in the developing world: A reflection on the meanings in our numbers. Journal of Applied Research in Intellectual Disabilities, 18(4), 295-304. (**[**article**](http://onlinelibrary.wiley.com/doi/10.1111/j.1468-3148.2005.00268.x/full)**)**

**“Unveiling the Scars,” Film, Pauline Greenlick, Director**

[**https://www.youtube.com/watch?v=7R72UOIb0bY**](https://www.youtube.com/watch?v=7R72UOIb0bY)

**February 28**

**Individual and Group Meeting with Instructor**

**Finalize Country, Research Focus and Issue.**

**March 7**

**Work on Project Design Paper**

**March 14**

**Spring Break**

**March 21**

**Work on Project Design Paper**

**March 28**

**Paper Presentations**

**April 4**

**Student Country Presentations**

**All Countries Except Uganda**

**Presentations based on agreed reading lists for each student and student group.**

**April 11**

**Uganda Discussion**

**Lecture: Picard Presentation on Uganda**

**The Uganda assignments are below. For other countries, students and Groups will propose a 3-4 book reading list for their presentations.**

**Uganda History (For those working in Uganda only).**

 ***Both Books Required* (May be read while in Uganda)**

 **Ali Tripp, Mari Museveni's Uganda: Paradoxes of power in a hybrid regime, Boulder, CO: Lynne Rienner Publishers, 2010.**

**Eichstaedt, Peter, First Kill Your Family: Child Soldiers of Uganda and the Lord’s Resistance Army (Chicago: Lawrence Hill Books, 2009).**

**Film: “Under the Umbrella Tree,” Pauline Greenlick, Director’s Showing**

**Politics, Society and Culture**

***Read One***

**Ali Tripp, Mari, Women and Politics in Uganda Madison: University of Wisconsin Press, 2012).**

**Isegawa, Moses, Abyssinian Chronicles (New York: Alfred A. Knopf, 2000).**

**Minot, Susan, Thirty Girls (New York: Vintage, 2014).**

**Rice, Andrew, The Teeth May Smile but the Heart Does Not Forget: Murder and Memory in Uganda (New York: Picador Books, 2009).**

**April 18**

**Last Meeting of Individuals and Groups with Instructor**

**To Tie Up Loose Ends**

**April 25**

**Logistical Arrangements**

**May 13-May 22**

**Directly after arriving in Uganda on May 15, students will participate in a six day seminar in Kisubi at the University of Pittsburgh seminar center at Bright Kids Uganda. This will include instruction and inter-action. from local organizations and individuals on issues and challenges in the region and travel to at least three locations, including Katwe. One voluntary trip will be overnight to an island chimpanzee sanctuary.**

**Day 12. Arrive in Uganda.**

**May 13-22.**

**Uganda Overview Seminar**

**Orientation Venue: Bright Kids Uganda Great Hall (and Bed & Breakfast), Banana Village (Housing and Seminar Center). All sessions begin at the Great Hall at 9:00-10:00. Program presenters and discussants listed below. Each presentation will be followed by site visits. Uganda Program Director: Victoria Nalongo Namusisi, Program Guide: Abdul Ngobya.**

**Language Lessons: Luganda, Swahili and Luo. 8:30-10:30 EVERY DAY.**

**Day One: Bright Kids Uganda and Noah’s Ark. Homeless Children Special Needs and Financial Challenges. Victoria Nalongo and Angel Nakato.**

**Day Two: Great Kings and Queens School and Group Home: Medi Bugembi (Visit)**

**Day Three: Micro-loans Programs: Betty Nankajjako and Jane Nansubuga (Visit)**

**Day Four: Rural Entrepreneurialism- Social Entrpreneurialism and Food Production: Victoria Nalongo Namusisi and Angelo Nakato (Presentation and Tour Guide, Abdul Ngobya**

**Days Five and Six: Ecological Tourism: Victoria Nalongo Namusisi, “Chimp Island and “Victoria’s Island” (Lake Victoria). Tour optional.**

**Day Seven. Depart for Placements: Research Sites and Internships in Uganda, Kenya and Tanzania, May 23.**

**Targeted Organizations: Internships/Attachments**

* **ABC Divine Foundation Primary School, Kampala Uganda**
* **Barlonyo Adopt a Village, Lira**
* **Bright Kids Uganda Group Home, Kisubi**
* **BKU Enterprises Micro-Loans, Entebbe**
* **Blessed Survivors Micro-Loan Group, Kisubi**
* **Great Kings and Queens Primary School and Children ‘s Home- Katwe**
* **Noah’s Ark Hands On Training Center, Entebbe**
* **Silver Oonyu Memorial Inclusive Learning Center, Soroti**

**Optional Tours (To Be Budgeted Separately)**

**Ecological Farm Tour- Masaka: Joseph Ndawula**

**Source of the Nile: Victoria Nalongo Namusisi**

**Historical Kampala: Abdoul Ngobya**

**Sipi Falls-Mount Elgon: Abdul Ngobya**

**Murchison Falls National Park: Victoria Nalongo Namusisi**

**May 23August 31**

**Completion of organizational attachment and research project in Uganda, Kenya or Tanzania ranging anywhere from six weeks to the whole summer. Total: 300 hours for students who are also using their organizational hosts to fulfill their internship requirement.**