

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area International Studies
Fiscal Unit/Academic Org UG International Studies Prog - D0709
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2797.02
Course Title Study Abroad: Contemporary Uganda
Transcript Abbreviation Study Abrd Uganda
Course Description Enhancing the study of the history, culture, geography and society of Uganda by visiting the country.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This course is intended to introduce students to the country of Uganda through a study abroad experience. The course is also being submitted as a General Education (GE) Open Options, Education Abroad experience.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:
Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Through both academic and extra-curricular experiences, students will acquire a better understanding of Ugandans' aspirations and struggles for security in terms of their social, health, environmental, political and cultural well-being.

Content Topic List

- Colonial and Post-Colonial History of Uganda
- Population and Urbanization
- Religion and Politics
- Institutions and Government
- Women in Development
- Security and Peacebuilding
- Arts in Uganda
- Health and Healthcare
- Environment
- Food Security

Attachments

- GE rationale & assessment.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Meltz, Richard Lee)
- Uganda Study Abroad Syllabus_7 17 12.doc: Revised Syllabus
(Syllabus. Owner: Meltz, Richard Lee)

Comments

- See 7-17 e-mail to K. Foster. (PS: Also please make sure to write a single topic per box. Additional boxes appear when clicking on "Add." Thanks.) *(by Vankeerbergen, Bernadette Chantal on 07/17/2012 12:55 PM)*

COURSE REQUEST
2797.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/18/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mughan, Anthony	07/13/2012 10:38 AM	Submitted for Approval
Approved	Mughan, Anthony	07/13/2012 10:48 AM	Unit Approval
Approved	Haddad, Deborah Moore	07/13/2012 11:40 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/17/2012 12:56 PM	ASCCAO Approval
Submitted	Mughan, Anthony	07/18/2012 11:25 AM	Submitted for Approval
Approved	Mughan, Anthony	07/18/2012 11:41 AM	Unit Approval
Approved	Haddad, Deborah Moore	07/18/2012 12:28 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Hogle, Danielle Nicole Vankeerbergen, Bernadette Chantal Meyers, Catherine Anne Jenkins, Mary Ellen Bigler Nolen, Dawn	07/18/2012 12:28 PM	ASCCAO Approval

International Studies 2797.02
STUDY ABROAD: CONTEMPORARY UGANDA
The Ohio State University, May 2013

Instructors Information:

Prof. Kelechi Kalu & Laura Joseph

Phone: 614-292-0758

Class Time: TBA

Email: Kalu.6@osu.edu & Joseph.184@osu.edu

Location: Columbus; Kampala and Jinja, Uganda

Office: University Hall, Room 386D and Makerere University

Office Hours: TBA

Contact Hours:

- Lectures: 16 lectures of 2 hours each [32 hours]
- Field Visits: 16 visits of an estimated 4 hours each [64 hours]
- Discussion Sections: 6 sessions of 2 hours each [12 hours]
- Research Presentations: 2 sessions of 2 hours each [4 hours]

Course Description and Objectives:

This Study Abroad course will introduce students to the beautiful country of Uganda and its people. Using lectures, discussions and research projects on contemporary Uganda, the course will enable students to examine, appreciate, understand and engage the richness and dynamic nature of Uganda's history, culture, politics, economics and society. Students will learn how physical geography impacts peoples' movement and development as well as how Uganda's past and present—its kingdoms, colonization, decolonization and contemporary governance are significant aspects of the nation's history and experience. Lectures, discussions and assignments on Uganda's society and culture will enable students to learn about the different systems of thought and belief, kinship and lineage, and how these impact issues of ethnicity and race in contemporary Uganda. Drawing on Uganda's experience with multiparty politics, the women's movement in governance and co-existence with traditional kingdoms under President Museveni, the course will also introduce students to the dynamic nature of contemporary politics in Uganda.

Through both academic and extra-curricular experiences, students will acquire a better understanding of Ugandans' aspirations and struggles for security in terms of their social, health, environmental, political and cultural well-being, in addition to the security associated with military sovereignty: the concept of *Human Security*. How well Ugandan society provides for its people, through cultural and political institutions, with the means to secure survival, livelihoods and dignity determines the quality of Human Security and of overall Development. This will inform our explorations of how a multiethnic state like Uganda is able to use healthcare systems, education, arts, music, and literature to shape, maintain and develop its peoples' sense of belonging and safety. Students will grapple with the questions that inevitably arise about how past and contemporary trends in development policies, globalization, foreign assistance, HIV/AIDS, gender equity and conflicts impact sustainable development in Uganda. Throughout

the stay in Uganda, students will reflect critically on how course theories and local practices can deepen their understanding of American and other societies.

GE Education Abroad Objectives and Expected Learning Outcomes:

Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

The course will look at Ugandan society and culture through the lens of *human security*. Very simply put, students will gain understanding of how present-day Ugandans strive for stability and quality in various aspects of their lives, as they pursue their livelihoods, maintain their health, put food on the table, advance their education, fulfill family and social responsibilities, worship, celebrate arts and culture, and participate in politics. Explicitly or implicitly, students will draw comparisons and parallels between Uganda and the United States in these familiar aspects of life. At the academic level, lectures throughout the course provide students with historical and theoretical tools to understand the evolution of Uganda society and state with regard to the economy, the environment, arts and literature, education, health, religion, and governance. During field visits students will interact with people, places, and institutions that demonstrate how theory and history are manifest in present-day Uganda. In addition, students will engage in, rather than simply observe, functional activities that define Ugandans' daily lives.

The study of Population and Urbanization in Uganda, for example, will elicit comparisons and analyses on a number of levels. Upon arrival in Kampala students are likely to be overwhelmed by the blatant differences in population density and infrastructure. Lectures and tours of the city will invite comparisons on rural-urban migration trends, the historical evolution of business ownership, land use, and the configurations and quality of road and transport systems. Discussions will take students beyond their initial superficial comparisons, leading them to question for example whether the factors that increasingly draw people in both societies to cities are similar or not. In some cases, for example in conversations with Makerere students disgruntled by high-cost, congested urban dormitories, they may find unexpected consistencies in outlook if not substance. This type of dialogue and exposure will reveal the complexities of cultural, institutional, and individual factors and priorities in play, as well as students' abilities to observe, understand and articulate them. Taking the topic to an experiential level, students will for example use public minibuses (initially with assistance) as a way to develop empathy for Kampala's commuters, in addition to cultivating required verbal and non-verbal communications and problem-solving skills needed to get from Point A to Point B.

Discussions and interactions both in and outside of class will explore all course topics in this way. Course assignments also require students to examine topics at a variety of levels.

Some assignments, such as the group project on development case studies or the final analytical paper, are not overtly comparative (US vs Uganda) in nature. They however require synthesis of knowledge and inquisitive analysis from different world view perspectives to be successful. Other assignments, such as the journaling, require students to engage directly in reflection on the evolution of their own attitudes, behaviors, and understanding of Ugandan – and by extension U.S.- culture.

Assessment Methodology:

Based on the course description, goals and expected learning outcomes, students' competence will be assessed using the following instruments: class participation, journals/blogs, group projects and research writing assignments. The assignments will revolve around the following issues/items.

1. Using various theoretical approaches to explain the intersections in the Uganda experience, its origins, and meanings in regional (East Africa) context.
2. Understanding and explaining Ugandan development experience as an aspect of African Studies within the context of globalization; and understanding why people behave as they do within the structures of human societies, cultures, and institutions of Uganda.
3. Understanding and evaluating the difficult link between colonial and postcolonial realities, the role of various actors—the state, civil society, nongovernmental organizations (NGOs), social movements, international agencies and issues of identity in Ugandan development experience.
4. Using a case study to evaluate a development project in Uganda by examining its design, implementation and outcomes for the people of Uganda.
5. Through journals and blogging, student self-assessment of personal attitudes, knowledge and behavior about Ugandan - and by comparison American - society as these evolve over the course of the program, in response to academic and extra-curricular activities.
6. Conceptually and operationally defining concepts, as well as demonstrating capacity for critical and analytical thinking skills that will enable students to study and engage in research across disciplinary, transnational, gender and cultural boundaries in ways that are relevant to the experiences of people in Uganda, Africa and globally.

POLICIES:

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). Cases of plagiarism will be duly prosecuted within the university guidelines. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Services: Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Requirements

Given the purposes of this course, the assignments are designed to encourage acquisition and retention of knowledge about contemporary Uganda and its peoples globally. Regular class attendance, participation, and preparation provide students the opportunity to show that they are completing each assignment on a timely basis. Each student is required to complete all assigned readings before class meetings and come to class ready to discuss the main issues for each class period.

Class participation: 10% of the course grade will be based on:

Active participation in class and the relevance of students' responses to issues on contemporary Uganda and Africa will count toward overall course grade. Knowledge of Ugandan geography, history, politics, culture and current affairs through critical reading and keen observation will help students to actively participate in class discussions. Students will be expected to read at least one national daily newspaper—*The Independent*, *The NewVision* or *The Monitor* (most are available online for free) and to raise relevant (i.e., to course content) issues from them in class. Students will also be encouraged to read regular news on Africa, generally and specifically on Uganda in the country pages at: <http://allafrica.com/> or go to Google News for current news on Uganda and other African countries. These recommended pages are available to readers free of charge.

- Regular class attendance – excessive absences will result in a lower or failing grade. More than three unexcused absences (that is, four and above) are considered excessive.

Group Project: 20% of the course grade will be based on a case study of a development project in Uganda that requires students in groups of 3-4 to choose one of the following case-related projects:

- (1) Food Security
- (2) Women and Development
- (3) Ugandan Livelihoods and Globalization
- (4) Conflict Management and Peacebuilding
- (5) Health, Education, and State Security

Details of the case description and evaluation will be handed out separately during the first week of class.

Experiential Reflections: 30% journal entries and blog posts on CAS website. Students will

reflect on their experiences through (a) journal entries (10%) that critically reflect on the student's experiences and (b) photo/video blog posts (20%) that reflect important issues with a short narrative on contemporary Uganda. Journal entries will consist of one entry per week of 200 words. Students may write about any experience, but will be asked to focus on (a) differences, similarities, and interconnections between Uganda and the U.S.; (b) their personal ability and efforts to function in various Ugandan settings and (c) how taking the course in Uganda has had an impact on their understanding of academic content. In a final two page entry students will reflect on the evolution of their own knowledge, attitudes, and behavior as a result of living and learning in Uganda. For photo/video blog posts, groups of 3 students (Case Groups) will post photos, videos and or written reflections (one per week) based on their selected case and general experiences in Uganda.

Analytical Paper and Presentation: 40% is sub-divided as follows:

- (a) Paper proposal (5%) must be submitted by the end of the first week of class; and based on instructor's feedback, resubmitted by the second week.
- (b) Oral presentations (10%) will be scheduled during week 4.
- (c) Completed analytical paper (25%). This assignment will measure students' research and analytical skills. To start, students will find a photograph or an image about an event in contemporary Uganda from a newspaper, periodical or from the internet—not older than January 1, 2013. It does not have to be a major event, or of major historical figures—student's choice—but it must be relevant to this course's focus on human security and development in Uganda. Each student must turn in a copy of the photograph/image with the paper proposal and tentative thesis statement by the due date. Following that will be a written six-page paper (double-spaced with one-inch margins), which describe the events of the photograph or image. This is a description of what occurred, a short history. Students have some freedom and creativity in how the information that describes the event was obtained—ranging from secondary source materials to primary interviews to oral histories of participants in the event (if there is a way of reaching them without jeopardizing the student's safety!). A requirement for analyzing the photograph/image includes bringing a theoretical/development perspective that is relevant to the story behind the photograph. This means that the student should explore why the event occurred and place the event in a relevant context using relevant analytical tools from this class. Students are strongly encouraged to consult with the instructor during office hours if they have questions regarding the class or the assigned paper.

In addition to the paper's 6-page body, you should also include *footnote references* and a *list of bibliography* consulted. The paper is due in class on the last day of class. Late papers will not be accepted. It is expected that submitted papers will include: a title page, consecutive pagination, have proper margins, be processed in 12 font size, have proper citation and documentation format, and contain a suitable conclusion. In a nutshell, a scholarly presentation of your paper is expected; failure of which will count against your writing assignment grade.

EVALUATION STANDARDS FOR PAPERS:

Criteria and guidelines for the evaluation of submitted student papers:

- An **A** paper is exceptional in form and content. It is original, substantive, insightful, well organized, clear, and error free.
- A **B** paper is clearly written, well developed, and interesting. It shows above average thought and writing craft, with no major flaws.
- A **C** paper is readable and reasonably well organized, supporting a focused thesis. It may have unresolved problems in presentation, some distracting grammatical errors and minor stylistic flaws with a mixture of strengths and weaknesses. It is a paper that fulfills the requirements of the assignment, but, finally, says little of interest.
- A **D** paper does not meet the criteria of the assignment or is seriously deficient in content, form, style and mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive and distracting errors that impair readability.
- An **E** grade is assigned to an incoherent paper.
- A **ZERO** is assigned to a nonexistent or PLAGIARIZED paper—see further information on *Academic misconduct above*.

Regarding Writing: Use well-organized paragraphs, which convey ideas in a logical, coherent fashion. The paper must have a central idea, that is, a thesis that guides the argument and which should be clearly stated at the outset. Keep your thesis clearly before the reader throughout the paper by pointing out evidence that provides support for it. Anticipate objections to your thesis, refute them early in the paper, and then proceed to the evidence that supports your argument.

Well-organized paragraphs are coherent; make sure paragraphs develop what is in their topic sentences. Write fully developed paragraphs of four or more sentences. One sentence does not make a paragraph. Grammar and punctuation are important. Papers with comma splices, fused sentences, sentence fragments, misspellings, missing apostrophes, etc., are difficult to read and will be downgraded. The point is for you to improve your communication skills through your writing. You should proofread carefully; neat corrections on your manuscript are okay, but keep them to a minimum.

You must cite from all your sources. However, be certain not to plagiarize. Plagiarism and academic dishonesty will not be tolerated. See the section on *Academic Misconduct* above.

REQUIRED TEXTS:

- (1) Aili Mari Tripp, *Museveni's Uganda: Paradoxes of Power in a Hybrid Regime* (Boulder, CO: Lynne Rienner Publishers, 2010)
- (2) Mutibwa Phares, *Uganda since independence: A story of unfulfilled hopes*. (Kampala: Fountain publishers Ltd, 1993)
- (3) Okot p'Bitek, *Song of Ocol & Song of Lawino* (London: Heinemann, 1984)
- (4) Tim Jeal, *Explorers of the Nile: The Triumph and Tragedy of a Great Victorian Adventure* (New Haven: Yale University Press, 2011)

Grading Summary:

Class Participation	10%
Group Project	20%

Experiential Reflections	30%
Analytical Paper	40%
Total	<u>100%</u>

Grading Scale:	93-100 = A	77-79 = C+
	90-92 = A-	73-76 = C
	87-89 = B+	70-72 = C-
	83-86 = B	65-69 = D+
	80-82 = B-	60-64 = D
		≤ 60 = E

TENTATIVE COURSE SCHEDULE

Consistent with other Study Abroad courses, Contemporary Uganda will have four components.

- Lectures: 16 classes of two hours duration each.
- Interactive Discussion Sessions: 6 sessions of two hours each, in which students discuss course materials and experiential self-reflection.
- Field Visit and Study Tour: 15 half-days to visit historical sites, meet with people, institutions, and projects that illustrate academic themes.
- Research Presentations by students: 2 afternoon sessions in the fourth week – of 2 hours each [4 hours]

In addition, students will spend considerable time in social, cultural and daily life activities in interaction with Ugandans -- such as taking local taxis, sporting events, visiting schools, preparing food, and meeting people from many walks of life. These informal activities are critical complements to classes and field trips.

Schedule

Monday May 6th

Convene at OSU. Welcome and overview of program. Lecture: *Geography & spatial diversity*. Additional course and travel logistics. Lecture: *Approaches to Development and Human Security*. Film: *Imani*. Meet & greet Ugandan students on campus, introduction to local languages.

Tuesday May 7th

Flight to Uganda. Research projects consultations – in flight

Wednesday May 8th

Arrive in Entebbe. Orientation. Walking tour, Lake Victoria and Aero beach visits.

Thursday May 9th

Arrive in Kampala, Makerere University. Welcome & orientation to University. Lecture: *Education*. Visit Makerere classes. Dinner at guest house, group discussion.

Friday May 10th

Lecture: *Pre & postcolonial history*. Visit National Museum, Baganda kingdom institutions.

Saturday May 11th

Lecture: *Population & Urbanization*. Moving around Kampala (accompanied taxi experience). Rendezvous downtown, dinner.

Sunday May 12th

Lecture: *Religion & Politics*. Visit Namugongo Martyr's shrine; Quaddafi Mosque, Sikh Temple, other religious sites. Group discussion.

Monday 13th

Lecture: *Institutions & Governance*. Visit Parliament, other institutions.

Tuesday May 14th Lecture: *Women in Development*. Visit microlending group; other women-led institutions or women leaders.

Wednesday May 15th

Lecture: *Security and Peace Building*. Visit US Embassy/USAID. Visit with Ugandan Human Rights/Peace advocates. Dinner and discussion.

Thursday May 16th

Lecture: *Arts in Uganda*. Visit traditional craft, fine arts galleries. Breakdancing/modern dance studio visits. Traditional Ndire dancers performance.

Friday May 17th

Lecture: *Health and Healthcare*. Visit Makerere Infectious Disease Institute; Kamokya or other community social services visit.

Saturday May 18th Lecture: *The Economy and Ugandan Livelihoods*. Visit to an AGOA facility. Visit range of markets: Owino, Nakasero, Kisseka, Garden City Mall. Group discussion.

Sunday May 19th

Lecture: *Environment, Economy, Tourism*. Travel to Jinja, visit Mabira Forest. Group discussion.

Monday May 20th

Free day – Bujagali Falls or volunteer options

Tuesday May 21st

Lecture: *Language Arts and Literature*

Wednesday May 22nd

Lecture: *Food Security*. Visit tea (Kyasanku) or sugar (Lugazi; Kakira) plantation; visit small integrated farm.

Thursday May 23rd Jinja

Lecture: *Rural Education & Health*. Visit school and health program visits.

Friday May 24th

Travel to Mburu National Park in Western Uganda. Visit Masaka, Mbarara sites (Equator, historical sites).

Saturday May 25th

Mburu National Park – *Conservation & Wildlife* lecture. Group discussion.

Sunday May 26th

Return to Kampala – free day

Monday May 27th

Additional lecture topics, concluding discussions on *Human Security in Uganda-revisited*. Research presentations.

Tuesday May 28th

Additional lecture topics, concluding discussions on *Human Security in Uganda-revisited*. Research presentations. Farewell dinner.

Wednesday May 29th Depart Uganda

Thursday May 30th Arrive Columbus

**CONTEMPORARY UGANDA STUDY ABROAD: EDUCATION ABROAD GE APPLICATION
FOR “OPEN OPTIONS, EDUCATION ABROAD” GE STATUS**

GE Course Request Form Information:

Course Title: Study Abroad: Contemporary Uganda

Course Description: This Study Abroad course will introduce students to the country of Uganda and its people. Using lectures, discussions and research projects on contemporary Uganda, the course will enable students to examine, appreciate, understand and engage the richness and dynamic nature of Uganda’s history, culture, politics, economics and society.

Length of Course: 3 Weeks

Course learning objectives:

By living and studying in Uganda, students will acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware. Consequently, students will:

1. Recognize and describe similarities, differences, and interconnections between Uganda and the U.S. through learning and understanding the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Function effectively within Uganda by taking a course at Makerere University, Uganda, and participating in field visits and other excursions to observe, learn and understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function. Cultivate life skills needed to communicate and successfully negotiate daily activities (travel, shop, converse socially etc) in the Ugandan setting.
3. Articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Uganda in journals, blogs, and group projects/discussions. Thus, students will develop and deepen their abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making across cultures.

Content Topic list:

- Uganda’s geography & spatial diversity
- Education in Uganda

- Pre & postcolonial history
- Population & Urbanization
- Religion & Politics
- Institutions & Governance
- Women in Development
- Traditional security/peace building
- Economy
- Food Security
- Humanities through Literature
- Environment
- Health and Health Systems

GE Rationale:

The course will look at Ugandan society and culture through the lens of *human security*. Very simply put, students will gain understanding of how present-day Ugandans strive for stability and quality in various aspects of their lives, as they pursue their livelihoods, maintain their health, put food on the table, advance their education, fulfill family and social responsibilities, worship, celebrate arts and culture, and participate in politics. Explicitly or implicitly, students will draw comparisons and parallels between Uganda and the United States in these familiar aspects of life. At the academic level, lectures throughout the course provide students with historical and theoretical tools to understand the evolution of Uganda society and state with regard to the economy, the environment, arts and literature, education, health, religion, and governance. During field visits students will interact with people, places, and institutions that demonstrate how theory and history are manifest in present-day Uganda. In addition, students will engage in, rather than simply observe, functional activities that define Ugandans' daily lives.

The study of Population and Urbanization in Uganda, for example, will elicit comparisons and analyses on a number of levels. Upon arrival in Kampala students are likely to be overwhelmed by the blatant differences in population density and infrastructure. Lectures and tours of the city will invite comparisons on rural-urban migration trends, the historical evolution of business ownership, land use, and the configurations and quality of road and transport systems. Discussions will take students beyond their initial superficial comparisons, leading them to question for example whether the factors that increasingly draw people in both societies to cities are similar or not. In some cases, for example in conversations with Makerere students disgruntled by high-cost, congested urban dormitories, they may find unexpected consistencies in outlook if not substance. This type of dialogue and exposure will reveal the complexities of cultural, institutional, and individual factors and priorities in play, as well as students' abilities to observe, understand and articulate them. Taking the topic to an experiential level, students will

for example use public minibuses (initially with assistance) as a way to develop empathy for Kampala's commuters, in addition to cultivating required verbal and non-verbal communications and problem-solving skills needed to get from Point A to Point B.

Discussions and interactions both in and outside of class will explore all course topics in this way. Course assignments also require students to examine topics at a variety of levels. Some assignments, such as the group project on development case studies or the final analytical paper, are not overtly comparative (US vs Uganda) in nature. They however require synthesis of knowledge and inquisitive analysis from different world view perspectives to be successful. Other assignments, such as the journaling, require students to engage directly in reflection on the evolution of their own attitudes, behaviors, and understanding of Ugandan – and by extension U.S.- culture.

GE Assessment Plan:

Students' performance vis a vis the ELOs will be assessed primarily through their journal and final reflection exercises, as well as through their performance on papers and projects.

The journaling assignment, with its inclusion of a summary reflection piece, will be presented to students with instructions that elicit feedback on the three key Education Abroad ELOs, and will serve as the basis for scoring students' achievements in these areas, especially since it is likely to provide the best sense of the student's pre and post levels. In addition, the instructor can make use of other assignments to complement results from the journaling exercise. Class projects and papers will most directly inform ELO3a pertaining to gains, synthesis and articulation of new knowledge. A "C", for example would indicate achievements at the Milestone (2) level, while an "A" would indicate Capstone level achievement. Overall, students will be expected to achieve at the very minimum an overall Milestone (2) level. Instructor observation of students in the process of daily activities – trying new foods, crossing the street, greeting and conversing with people – can also contribute to assessment of students' skills, problem-solving, and attitudes related ELOs. Overall scores and instructors' additional comments, both on individuals' and aggregate results, will be compiled and shared with key stakeholders.

Students will complete a separate program evaluation at the end of the course which will redirect basic questions that relate to the ELOs, but with a focus on evaluating how the program itself (rather than the student) performed and could be improved. Questions will elicit which portions of the academic and extra-curricular programs did the most or the least to advance their understanding of Ugandan society relative to U.S. society, for example. The evaluation will also invite feedback on lodging, logistical, and other organizational elements that in their own way contribute to the quality of learning abroad. This program evaluation will serve as a complement to the ELO assessment and a way to cross check the consistency of findings.

Rationale for the # of credit hours - Three semester credit hours are being requested for this class. These credits will fit as one normal class in the GE Open Options, Education Abroad

category. This class will have the following distribution of contact hours: 32 Lecture hours, a minimum of 64 Field Visit hours, 12 Discussion hours and 4 hours of Research Presentation. This is in comparison with a normally scheduled OSU on-campus class of three credit hours having 38 contact hours.