**PART I: COURSE DESCRIPTION AND POLICIES**

Sustainability is not about techniques or measurement...[it] is all about a particular type of organizational capacity, identified as ‘insightful agility’. In an increasingly unstable, unpredictable and chaotic world, with [NGOs] as very modest dependent actors, sustainability will only be realized if they can continually adapt and adjust in a purposeful, not random, way. (p. xii)


Global competency in the 21st century represents one of the greatest challenges facing us today. As IU’s International Strategic Plan asserts,

> Global literacy and collaboration have never been more important than they are now. While nation states and geopolitical regions will remain important forces [the] resolution of pressing global issues that influence local circumstances will require intercultural and international understanding and competencies in every field. ¹

The ACCT International program responds to this mandate by providing upper level undergraduates and Masters level candidates the opportunity to learn about international development on-site through course work and a structured internship experience. ACCT International, in partnership with the Foundation for Sustainable Development (FSD), combines an academic practice-based course with an on-site internship. Although the program targets full-time students in the School of Public and Environmental Affairs at Indiana University, it is open to other interested students across all IU campuses.

**FSD – ACCT International Partnership**: Founded in 1995, FSD supports underserved international communities through grant-making, facilitating organizational development, and managing sustainable development training programs for interns and volunteers. ACCT International and FSD share the same values and work to foster collaborative applied learning and community engagement. Together, ACCT International and FSD will support IU students as they apply course instruction to practical issues professionals in international development face every day, thereby increasing the knowledge, skills, and capacity of students and international community partners.

Both FSD and ACCT believe in the importance of “fair-trade learning” that emphasizes the joint benefits to both students and community partners. Hence, the internship will focus on a particular approach called asset-based

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community development (ABCD), an approach that fosters sustainable development through community-driven projects that leverage local assets to meet local needs.

Students will also learn about project design and implementation, the ethics of cross-cultural engagement, and inter-cultural competencies necessary for a career in international public service and community development. Students will have the opportunity to apply what they are learning in the classroom to real-world situations as they work with Ugandan organization staff to design, plan, and implement a project with a focus on sustainability.

COURSE OBJECTIVES

A key objective of this program is to foster reflection and increased awareness of and appreciation for the joys and challenges implicit in cross-cultural development work. Based on the belief that global literacy and collaborative skills are essential for students to learn if they wish to pursue careers in international public service, this course will be located in the field as much as possible – hence, the underlying methodology that is experiential in nature.

Underlying Methodology: “Learning-by-doing” is one of the best ways to prepare IU students for careers in international development as it challenges them to work side-by-side with people of widely different cultures and ways of addressing local community needs by harnessing local community assets. The academic rationale for this program lies in introducing students to new ways of thinking in a cross-cultural setting that prepares them to be reflective professionals based on the values of collaborative learning and public service.

Learning Objectives: Learning objectives are both collective and individual in nature.

1. Collective learning objectives:
   Students and Ugandans will:
   - Practice values of partnership
   - Identify complexities and demonstrate increased awareness of the ambiguity within which cross cultural work occurs;
   - Develop new skills of cross-cultural communication, problem-solving, and strategies to address ambiguity;
   - Demonstrate the ability to identify and leverage individual and collective assets to make a positive difference in local communities

2. Individual learning objectives:
   Students will:
   - Demonstrate increased tolerance of ambiguity and uncertainty by going outside of their own comfort zones
   - Identify their own cultural biases and critically analyze approaches to development in light of their practical experience
   - Balance project management skills with cultural differences based on respect and humility
   - Apply their on-site learning in meaningful ways to their future careers in international development.

ORGANIZATION OF COURSE

Collective learning outcomes include impacts on mentors, host families, community members, and partner organization staff.
The course is divided into **three units** and will take place in both Bloomington and Uganda between May 15<sup>th</sup> and Aug 1<sup>st</sup>, 2017. Designed principally to prepare students for careers in international development (though skills learned will be applicable to any field of public service), the first two units of the course will set the stage for the last eight weeks when students will live in their host communities working with their assigned partner organization (unit three).

The course will end Aug 1<sup>st</sup>, 2017 upon completion of students’ internships and all course work. Structured debriefing will occur in Uganda the last week of the course as students complete all course requirements.

The table below describes the instructional schedule for the course:

<table>
<thead>
<tr>
<th><strong>Unit One: Week One / Bloomington</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Mon – Wed May 15 – 17: CLASS</strong></td>
</tr>
<tr>
<td><strong>Thurs May 18: FINALIZE PREP FOR TRAVEL</strong></td>
</tr>
<tr>
<td><strong>Fri – Sun May 19 –20: TRAVEL</strong></td>
</tr>
</tbody>
</table>

**Getting to Know Uganda and Pre-departure Preparation: IU Bloomington**

The first week of class, students will meet in class daily (four-hour sessions) for an intensive seminar that will cover a range of topics related to international development, project design, and implementation.

**Objectives for this week:**

To prepare students for the Ugandan experience by exploring:

- Key cultural, political, economic, social, historical, and environmental factors related to Uganda,
- Scan of key concepts we will study in this class (including, but not limited to: cultural awareness and openness, project design, approaches to development, ABCD, project implementation).
- Key concepts we have already gone over in the four pre-departure orientations during Spring Break including but not limited to: safety and security, medical, health, and logistical concerns, basic issues related to travel will once again be covered.\(^3\)

**What the Week will look like:**

Students will:

- Complete required readings that will introduce them to key concepts they will confront throughout the course.
- Participate in discussion regarding these readings and course lectures
- Educate each other about Uganda by doing research and preparing a presentation to the class about a topic of their choice (political, economic, socio-cultural, environmental topics will be priorities)
- Benefit from a Uganda guest speaker
- Prepare to travel to Uganda with as much knowledge as possible related to safety and security, health, logistics, and travel requirements.

We will travel to Uganda at the end of this week arriving in Entebbe **no later than** Saturday evening May 20<sup>th</sup>. It is preferable, but not required, that students and faculty all travel together if at all possible.

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\(^3\) Students accepted into the program will have participated voluntarily in 4 two-hour pre-orientation sessions in Jan, Feb, Mar, and April 2017 that focused on pre-departure preparation including but not limited to safety and security, health, travel, Ugandan culture, and language.
# Unit Two: Weeks Two and Three / Jinja

**Mon – Fri: May 22– June**

## International Development and Project Design: Jinja, Uganda

Students will participate in seminar sessions and applied learning five days a week for two weeks prior to their internship in a local community-based organization where they will apply what they have learned in the classroom to the practical realities of working in the field with staff at their Ugandan host organization site.

### Week Two: First week in Uganda:

Students and faculty will stay together at a local hotel in Jinja and participate each day in FSD orientation sessions at the FSD office. In the evenings, students and faculty will engage in structured reflection about what has occurred that day. Students will learn a great deal about Jinja; Ugandan culture, language, and political and economic issues; health, safety, and security; living and working in local host communities; ABCD; and project design.

### Week Three: Second week in Uganda:

Students will move to their host families and come to the FSD office each day to focus on course work, readings, and class-based discussion in a seminar setting. Topics will bridge:

1. Theoretical concepts (e.g. approaches to development, cross-cultural competency, the ethics of development, theory and practice of sustainable development), and
2. Practical skills (e.g. appreciative inquiry, community asset mapping, learning about your organization...)

## Applied Learning:

*The first two weeks in Uganda,* will involve both in-class and out-of-class activities. Students and faculty, with the support of FSD staff, will engage in a variety of experiences (e.g. group outings into the community, visits to host organizations, and other sites of interest). These outings are designed to blend theory and practice. FSD will be responsible for all logistics. Throughout this time students will also have the opportunity to work with FSD staff and begin to learn about their partner organizations and communities.

During this second unit of the course, students will begin to make sense of their new surroundings and prepare for their transition to the host-organization site; students will have the opportunity to familiarize themselves with the basics of the Work Plan and the final paper. They will also complete their first *Reading – Field Note exercise.*

# Unit Three: Weeks Four – Eleven

**Mon June 5 – Tues Aug 1**

## Project Implementation and Making Sense of It All: Jinja, Uganda

The third unit of the course consists of a structured internship experience and complementary course work.

### Community / Organization Assessment and Work Plans

Students will work closely with Ugandan supervisors at host organizations to conduct community assessment exercises and *jointly design* their internship Work Plans while living in the local community.

### Course Assignments

During this time, students will also complete:

1. **Required readings**
2. **Reading – Field Note Exercises.** These are designed to (1) challenge students to critically analyze and
reflect upon their internship experience in light of the cross-cultural themes discussed in Units One and Two, and (2) complement the learning-by-doing approach of their internship.

3. **FSD Work Plan:** All students will complete an FSD work plan that will need to be approved by FSD before implementation. Guidelines will be provided.

4. **Summary Presentation to Host Organization:** This is a professional experience and so you will be required to make a formal presentation to your host organization and all other relevant stakeholders (e.g. community members). You may want to prepare a power point or simple summary documents to leave behind as requested by your host organization staff.

5. **FSD Final Report and Exit Interview:** All students will complete FSD’s Final Report regarding their internship. Guidelines will be provided. The exit interview is also a course requirement.

6. **Final Paper:** In addition to the FSD Final Report, students will be required to write a Final Paper to complete the course upon their return from Uganda. This Final Paper will differ according to whether a student is an undergraduate or a Masters level student. Guidelines will be provided.

**Other Activities in Unit Three**

- **FSD mid-internship retreat:** All students will be required to attend a mid-internship retreat organized and facilitated by the FSD site team. During this time, students will be given the opportunity to relax together away from their work environment and to reflect upon and evaluate the first half of their internships. This will also be an opportunity for them to help each other problem-solve any challenges they are facing.

- **FSD Workshops / Reflections:** Students will also participate in several reflection workshops with FSD staff. IU faculty will also be available to participate in regular skype chats with students as needed.

Student interns will be supported 24 hrs/day by host families, FSD staff on the ground, and IU faculty in Bloomington (through electronic communication). All students will be given phones by FSD with relevant numbers already programmed into the phone. Students will have access to internet through a number of internet café sites in Jinja or alternatively, through the use of a WIFI modem that will allow you access to the internet wherever you are.

Modems will need to be purchased by the student and is not covered in the program fee. FSD will provide each student with a phone with all relevant phone numbers already programed into each cell phone. These are primarily for emergency use and for being able to stay in touch with the FSD Jinja site team.

**PLEASE NOTE:** Although your FSD internship will end Sat July 29th (once they have brought you safely to the Entebbe airport for your trip home), the course itself will not end until **Tues Aug 1st 2017**

**By Tues Aug 1:** you are expected to have:

- Participated actively and positively in all course related activities
- Completed each of the following:
  - all internship requirements (including a final work plan approved by the Jinja site team),
  - the project you have designed and implemented with your host organization,
  - all required readings
  - all reading-field notes,
  - the final presentation and relevant project documents to your host organization,
  - the FSD Final Report and an exit interview with the Jinja site team.

**By Tues, Aug 15:** you are expected to have completed and submitted the final course paper (see guidelines)
REQUIRED READINGS

Students will be able to access required course readings on Canvas and are encouraged to print all readings before leaving for Uganda and to bring these with them in case they are unable to readily access readings online once at their host sites. A list of supplemental readings will also be provided so students can begin to build a library for themselves in preparation for future careers in international public service.

COURSE REQUIREMENTS

As described above, students will engage in a variety of individual and group activities throughout the course that will challenge them to constantly test what they are learning in the classroom within the context of real world settings. It is assumed that students will, at all times, act in a professional and respectful manner. Students must agree to participate in all aspects of this program, including all safety and security requirements delineated in the pre-departure orientations.

There are four requirements for this course, each with a number of required activities:

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<th>Requirement</th>
<th>Description</th>
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| **1. Active Participation**<br>(100 points)<br>20% of grade | A foundational principle of this course is **collaborative learning**.  
- You must come prepared (having read all the assigned readings and completed all class-based assignments) to actively participate in your own learning and that of your colleagues.  
- Individual and group activities will be assigned to enhance this collaborative learning.  
- Your in-class and out-of-class presence is very important and is assumed to be a class norm.  

This portion of your grade also applies to your eight-week internship. |
<p>| <strong>2.</strong> |  |
| <strong>3.</strong> |  |
| <strong>4.</strong> |  |</p>
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| **1. Active Participation (continued)**                           | • You will also be participating in group outings and reflection workshops during your ten weeks in Uganda. These workshops are meant to provide you with professional development opportunities (including guest lecturers with local expertise), one-one-support from FSD staff and IU faculty, and peer-support.  
• Active participation in group outings, post-reflection exercises, and weekly reflection workshops is considered a class norm.  
One day / week will be set aside for you to focus on your school work.  
• This is your day to catch up on readings and write your Reading-Field Notes.  
• Depending on your schedule and need, you may use this day to skype with IU faculty, individually or as a group. We understand that this may not always be necessary or feasible, but we will be available as needed.  
In order to further assess your participation in the course, IU faculty will also ask for feedback from the Uganda site team regarding your time in the field. This will serve to assure a more accurate and holistic approach to your overall participation grade.  
Finally, participation also includes adherence to all safety and security requirements and all policies related to the ACCT International Program |
| **2. Internship Work Plan**                                       | Students will be required to complete a Work Plan for their internship. You will receive a template and guidance in completing these work plans from FSD.  
FSD staff will need to approve these plans before you actually begin implementing them.  
Once FSD has approved your work plan, submit that work plan via email to IU faculty. |
| **3. Required Readings + Four Reading-Field Note Exercises**      | **Formative Evaluation:**  
An important inter-cultural competency for any student seeking a career in international public service is the ability to contextualize best practices derived from theory to a given situation and to adapt accordingly.  
An important project-management skill critical for international development work is the ability to engage in formative evaluation.  
**Purpose of formative evaluation:**  
• To help team members understand how their behavior impacts team performance (positively and / or negatively) and to encourage behavioral adjustments before a project is completed, and  
• To engage in project related problem-solving by regularly assessing what has been accomplished relative to the goals and timeline of the Work Plan and to problem-solve as needed.  
This portion of your grade, then, is meant to help you learn formative evaluation skills critical for any career in the NGO sector. |
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| **3. Required Readings + Four Reading-Field Note Exercises**<br>(100 points)<br>(25 points each)<br>20% of grade | For the purposes of this course, formative evaluation involves **two components:**

1. **Required Readings:**
   - *Peer-reviewed articles, reports, book chapters*: You are asked to complete a variety of required readings to help you place your practical experience within a broader theoretical framework. You will be able to access these articles directly from Canvas.
   - *Book*: You are also required to read one book: *The Challenge for Africa* by Kenyan writer, Wangari Maathai. This is easily found on Amazon.

**NOTE:** You are expected to read all required readings and use them in your four Reading-Field Note Exercises and in your Final Paper. *I will be looking for evidence of this in your Field Notes and final paper.*

2. **Completion of Four Reading-Field Notes:**
   - In your Reading-Field Notes, you will have the opportunity to evaluate, ask critical questions, and answer those questions in thoughtful ways.
   - You will write about your weekly experiences, framing your observations of and reflections on what is happening around you within the broader context of the required readings.
   - These Reading-Field Notes are meant to provide you with the opportunity to seriously reflect on what you are experiencing through documentation (based on observing and listening), reflection, contextualization and analysis, and development of communication skills.

**NOTE:** You are strongly encouraged to make observation notes every day / evening before you go to bed – these will significantly help you write the Reading-Field Notes! *Make a habit of this!*

*Guidelines for the Reading-Field Notes will be provided.*

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<tr>
<th>4. Final Deliverable will include three parts:</th>
<th>Summative Evaluation:</th>
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<tr>
<td>Part 1: (25 points) + Part 2: (25 points) + Part 3: (150 points)</td>
<td>Another important project-management skill critical for international development work is the ability to engage in summative evaluation.</td>
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Purpose of summative evaluation:

1. To “prove” that you have achieved what you set out to do, and
2. To “prove” that learning has occurred by demonstrating how lessons learned will be applied in future projects or work-related activities.

Summative evaluation is most often completed by an external auditor considered to be objective. In this course, however, you will be an insider, analyzing and applying what you have learned. *When you submit your final paper to IU faculty no later than Tues Aug 15th, be sure to submit all 3 parts as the comprehensive final project for this course.*
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<th>Requirement</th>
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| **4. Final Deliverable:** will include three parts                         | **Part 1:** \[FSD Final Report and Exit Interview:** FSD will explain what they expect of you to complete your final report and exit interview. Include the FSD final report in your final paper. We will receive feedback from FSD regarding your exit interview.  
**Part 2:** \[Formal Presentation to your Host Organization:** In addition to submitting the FSD final report to IU faculty, you will also need to provide evidence of the formal presentation to your host organization and all other relevant stakeholders. This may include: a copy of your PPT presentation (if you used this medium), or the summary document that you prepare to leave behind with your host organization, or your presentation notes... This formal presentation to your host organization is an important part of sustainable development...leaving something behind upon which your organization and community members can build.  
**Part 3:** \[After Action Review (Undergrads) / Final Paper (MPAs)** Undergraduate Requirements: After Action Review:** As an undergraduate student, you will be required to complete a 10 page After Action Review using hindsight to:  
1. Analyze the Work Plan you used to complete your projects and  
2. Demonstrate “lessons you learned” as you look back on your ten weeks in the field. This will be a reflective paper, structured in such a way as to enable you to identify particular challenges, areas of growth, and what you might do differently:  
It will begin with: “**KNOWING WHAT YOU KNOW NOW**... Guidelines will be provided.  
**Masters Level Requirement:** Final Paper:** As a Masters level student, you will be asked to apply your learning throughout your internship by writing a final paper that demonstrates how you have learned and how it will impact your future professional career.  
Like your colleagues’ assignment, your final paper will begin with: “**KNOWING WHAT YOU KNOW NOW**...” but you will be asked to take the extra step of not only analyzing what you have learned but applying that learning in the form of a professionally written paper.  
You will be asked to (1) draw on the theories in the articles you read in this class and (2) your own NGO / FSD experiences to (3) create a dream project in the field of international development. This dream project can be designed and implemented anywhere in the world...it will also provide you an opportunity to look ahead to your future career goals. Guidelines will be provided.  

TOTAL POINTS: 200 points  
(40% of your grade)
**GRADING POLICY:**

There are a total of 500 points allocated to the five requirements for this course. Based on these points, the following grading scale will be used for final grades:

451 – 500 points = A
401 – 450 points = A –
351 – 400 points = B
301 – 350 points = B –
251 – 300 points = C
201 – 250 points = C –
151 – 200 points = D
50 – 150 points or less = D –
50 points or less = F

**LANGUAGE DEVELOPMENT**

The CIA Fact Book lists English as the official national language of Uganda. Other languages include Luganda (most widely used and the language used in Jinja), a range of other Niger-Congo languages, Swahili, and Arabic. Students will be able to successfully acquire the skills taught during class time, communicate with their mentors, and complete their projects without additional language skills. However, students will be regularly challenged to consider the nuances of cross-cultural communication and will come to appreciate how necessary it is for them to learn the local language if they plan to pursue a career in international development. As part of their cultural learning, students will be strongly encouraged to learn as many basic words and phrases in the language of your host organization staff and family as possible (especially those most common in daily interactions) before departure. FSD’s program in Uganda also includes a language component to help students communicate in basic ways while in their host communities.

**SPEA ACADEMIC POLICIES**

**Academic Dishonesty:**

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at [http://www.iu.edu/~code/](http://www.iu.edu/~code/) so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

**Plagiarism:**

Using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit is a serious academic offense. According to the *Code of Student Rights, Responsibilities, and Conduct*, a student must give credit to the work of another person when he/she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

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4 Although this program does not focus on language skills as an integral part of the educational objectives (because of limitations in scope and time) the importance of fluency in the local language will be repeatedly emphasized as a necessary requirement for anyone pursuing a career in international development.
For a useful discussion on plagiarism, see http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**Civility:**
Civility is important in an academic community to ensure that all parties—students, staff, and faculty—work in an environment that fosters achievement of the individuals’ and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. This is even more important in an online setting. According to Virginia Shea, online communities need to follow rules that govern how we communicate with one another, what she calls “netiquette.” Please, peruse the following links:

**Communication between Faculty and Students:**
In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30

**Students Called to Active Duty:**
SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at http://registrar.indiana.edu/Services/reserves.html

**Other IUB Policies:**
For information on other IU policies, see http://enrollmentbulletin.indiana.edu/pages/policies.php?Term=2
# COURSE SCHEDULE: READINGS AND ASSIGNMENTS

## UNIT I:
**Getting to Know Uganda and Pre-Departure Preparation at IU Bloomington**

### Week One:

**Mon May 15 – Wed May 17 / Thurs May 18: Prepare for Travel**

**Sat May 20: Arrive in Entebbe!!!**

**Pre-Departure Preparation / Educating Ourselves about Uganda / Ready for Travel**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
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  - Research your assigned topic  
  - Prepare a 20 minute presentation  
  - Provide your colleagues with a one-page summary of findings  
  - Come prepared to answer questions |
  - You should plan to read this book throughout the course as you will need to use her writings in your final paper. | **Start taking daily observation notes** NOW |

**NOTE:** At the end of this week we will depart for Entebbe, Uganda; FSD will pick us up at the Entebbe Airport on Saturday and transport us to a local hotel for the night. We will drive together to Jinja on Sunday morning.

## UNIT II:
**International Development and Project Design: Jinja, Uganda**

### Week Two: May 22 – 27: FSD Orientation

**Stay at Local Hotel / FSD Orientation**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
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| **FSD Orientation**  
  - FSD Orientation Materials including language study | **FSD Orientation:**  
  - Participate in all FSD orientation readings and activities at FSD office |
| **Guided Reflections (In the evenings):**  
  - Lead and participate in all guided reflections | **Observation Notes:**  
  - Take daily observation notes |
## Week Three: May 28 – June 3: IU Seminars

**Move to host families / Participate in IU course work at FSD Office**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
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| **Monday May 29:** | **Readings:** Complete the required readings and guiding questions in prep for seminar discussion  
**Note:** Time for reading will be structured into the daily activities  
**Seminar:** Participate in all in-class and out-of-class activities  
**Observation Notes:** Take daily observation notes  
**Reading Field Note #1:** R-FN #1 due **Sun June 4**  
**Note:** See guidelines |
| 9am – 10am: **Reflection / Review**  
10am – 11am: **Readings on the Ethics of Engagement**  
11am – 12N: **Discussion / Activities:** Ethics of Engagement  
12 – 1pm: Lunch  
1pm – 2pm: **Readings on Participatory Learning Approaches – ABCD**  
2pm – 3pm: **Discussion / Activities**  
3 – 4pm: **Reflection / Questions / Plan for Tuesday** |  |
| **Tuesday May 30** | **As above** |
| 9am – 10am: **Reflection / Review**  
10am – 11am: **Readings on Sustainable Development – the Basics**  
  - Chapter 1: “What Does Sustainable Development Mean for NGOs?”  
  - Chapter 2: “Interventions for Sustainable Local Impact;”  
  - Chapter 3: “Framework and Indicators for Sustainable Development”  
11am – 12N: **Discussion / Activities** |  |
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<tr>
<th>Time</th>
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<tr>
<td>12 – 1pm</td>
<td>Lunch</td>
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<tr>
<td>1pm – 2pm</td>
<td><strong>Readings on Theories of Change / Logic Models</strong></td>
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<td>• Woodrow, P. and N. Oatley, 2013. *Practical Approaches to Theories of</td>
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<td>Change in Conflict, Security, and Justice Programs: What They Are,</td>
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<td>Different Types, and How to Develop and Use Them.* Collaborative</td>
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<td>Learning Projects: Department for International Development, UK Aid</td>
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<td>• FSD Workplan Review</td>
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<tr>
<td>2pm – 3pm</td>
<td>Discussion / Activities</td>
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<tr>
<td>3 – 4pm</td>
<td>Reflection / Questions / Plan for Wednesday</td>
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**Wednesday May 31**

9am – 10am: Reflection / Review

10am – 11am: **Readings on Intercultural Competencies**

- Appreciative Inquiry and Community Asset Mapping

11am – 12N: Discussion / Activities

12 – 1pm: Lunch

1 -2pm: **Readings on Accountability**


2pm – 3pm: Discussion / Activities

3 – 4pm: Reflection / Questions / Plan for Thursday / Friday

**Thursday June 1**

9am – 9:30am: Reflection / Review

9:30am – 10:30am: **Readings on Appreciative Inquiry**

for Appreciative Inquiry, Case Western Reserve University.

- Review sample AI questions

10:30am – 11:30am: Discussion / Activities: Appreciative Inquiry / Observation / Data gathering

11:30 – 12N: Review of Expectations
- Review Syllabus through end of course (including final paper 2 weeks after return from Uganda)
- Assure clarity of expectations

12 – 1pm: Lunch

2 – 5pm: Visit Host Organizations
- Community Asset Mapping (broadly understood)

Friday June 2

9am – 5pm: Host Organization Asset Mapping

UNIT III:
Project Implementation and Making Sense of It All: Jinja, Uganda

Week Four: June 4 - 10
Begin Internship at Local Host-organization

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review:</strong> Notes from IU Seminar</td>
<td><strong>Learning about your Host Organization:</strong></td>
</tr>
<tr>
<td>Week 3</td>
<td>- Continue gathering data through observation, interviews, and</td>
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</tbody>
</table>

Learning about your Host Organization:
- Begin gathering data through observation, interviews, and participatory action research in order to create a community map of your organization and to inform the development of your work plan.

Observation Notes:
Take daily observation notes
participatory action research
- Begin discussions with your supervisor or others in the NGO / community members about possible idea for your work plan.
- Begin preliminary draft on your work plan with your host organization supervisor or assigned mentor

Observation Notes:
- Take daily observation notes

---

**Week Five: June 11 – 17**

**Work at Host Organization**

**Complete Draft of Work Plan and Reading – Field Note #2 due**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaches to Development</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td><strong>Observation Notes:</strong></td>
<td><strong>Observation Notes:</strong></td>
</tr>
<tr>
<td>- Take daily observation notes</td>
<td>- Take daily observation notes</td>
</tr>
<tr>
<td><strong>Draft Work Plan</strong></td>
<td><strong>Draft Work Plan</strong></td>
</tr>
<tr>
<td>- Submit draft Work Plan no later than <em>Sat June 17, hopefully sooner</em></td>
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<tr>
<td><strong>Reading Field Note #2:</strong></td>
<td><strong>Reading Field Note #2:</strong></td>
</tr>
<tr>
<td>- R-FN #2 due <em>Sun June 18</em></td>
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<tr>
<td><strong>Note:</strong> See guidelines</td>
<td><strong>Note:</strong> See guidelines</td>
</tr>
</tbody>
</table>

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**Week Six: June 18 – 24**

**Work at Host Organization / Complete Final Work Plan**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Design, Implementation: Effectiveness</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td><strong>Observation Notes:</strong></td>
<td><strong>Observation Notes:</strong></td>
</tr>
<tr>
<td>- Take daily observation notes</td>
<td>- Take daily observation notes</td>
</tr>
<tr>
<td><strong>Final Work Plan</strong></td>
<td><strong>Final Work Plan</strong></td>
</tr>
<tr>
<td>- Submit final Work Plan no later than <em>Sat June 24, hopefully sooner</em></td>
<td></td>
</tr>
<tr>
<td><strong>Skype with IU faculty</strong></td>
<td><strong>Skype with IU faculty</strong></td>
</tr>
<tr>
<td>- As needed</td>
<td>- As needed</td>
</tr>
</tbody>
</table>
## Week Seven: June 25 – July 1
### Implement Work Plan / Mid-Internship Retreat

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainable Development:</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>• Mathie, Alison (2008) “Reviving Self-Help: An NGO Promotes Asset-Based Community Development in Two Communities in Kenya.” In Mathie, Allison and Gordon Cunningham <em>From Clients to Citizens: Communities Changing the Course of Their Own Development.</em> (pp. 299 – 321) Canada: Practical Action Publishing</td>
<td>• <em>Complete the required reading</em></td>
</tr>
<tr>
<td><strong>Observation Notes:</strong></td>
<td><strong>Take daily observation notes</strong></td>
</tr>
<tr>
<td><strong>Skype with IU faculty</strong></td>
<td><strong>As needed</strong></td>
</tr>
<tr>
<td><strong>Mid-Internship Retreat</strong></td>
<td><strong>Participate in Mid-Internship Retreat</strong></td>
</tr>
<tr>
<td><strong>Reading Field Note #3:</strong></td>
<td><strong>R-FN #3 due Sun July 2</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> See guidelines</td>
<td></td>
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</tbody>
</table>

## Week Eight: July 2 – 8
### Implement Work Plan

<table>
<thead>
<tr>
<th>Required Readings</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainable Development:</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>• Maathai, Wangari (2009). <em>The Challenge for Africa.</em> New York: Pantheon Books. (continued)</td>
<td>• <em>Continue to work your way through Maathai</em></td>
</tr>
<tr>
<td><strong>Observation Notes:</strong></td>
<td><strong>Take daily observation notes</strong></td>
</tr>
<tr>
<td><strong>Skype with IU faculty</strong></td>
<td><strong>As needed</strong></td>
</tr>
</tbody>
</table>

## Week Nine: July 9 - 15
### Start to Wrap Things Up
**Work with Host Organization Staff to Complete Project**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainable Development: The Big Picture</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td><strong>Observation Notes:</strong></td>
<td><strong>Take daily observation notes</strong></td>
</tr>
</tbody>
</table>
**Skype with IU faculty:**
- As needed

**Reading Field Note #4:**
- R-FN #4 due *Sun July 16*

*Note:* See guidelines

### Week Ten: July 16 - 22

**Complete Internship Requirements at Host Organization**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| No required reading | **Presentations to Host Organization:**  
  - What are you leaving behind that will last and be of value to your host organization and the community it serves?  

**Observation Notes:**
- Take daily observation notes

**Skype with IU Faculty:**
- As needed

### Week Eleven: July 23 – July 29

**Conclusion of Internship / Formal Presentation to Host Organization**

**Complete FSD Final Report / Exit Interview with FSD Staff / Goodbyes...**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| No required reading | **Report to FSD:**  
  - Submit FSD Report to FSD staff and IU Faculty no later than *Thurs July 27*  

**Exit interview with FSD staff:**
- Participate in Debriefing Session at the FSD Office

**Observation Notes:**
- Take daily observation notes

**Skype with IU Faculty:**
- As needed

**Final Paper:**
- Submit Final Paper no later than *Tues Aug 15*