International Development: Critical Perspectives on Theory and Practice
Social Service Track

COURSE DESIGNATOR MSID 4001
NUMBER OF CREDITS 4 credits
Language of Instruction English
Contact Hours 60

COURSE DESCRIPTION
This track, which forms a part of the larger MSID 4001 course, is intended to introduce MSID-Kenya students to the design of social services in developing countries in general and Kenya in particular. As background to the course, an attempt is made to create common understanding of key concepts such as social services, social welfare and social work. After the conceptual analysis, an overview of the historical development of social services in the United States and Kenya is deemed necessary. This allows students to appreciate not only the historical linkages in the development of social services, but also the peculiarities in the different parts of the world. The design and delivery of social services in Kenya, and by extension sub-Saharan Africa, is a sharp contrast to what obtains in the industrialized world where there is virtually universal access to decent shelter, education, health services, food and clean water. While those who need social services in the industrialized countries are the minority poor, in the developing world, these services are required by the majority poor.

It is imperative that where resources are grossly inadequate to fund social services and train social welfare workforce, is where the services are needed most. The course therefore looks at the challenges facing social services and social policy in Kenya. Of significance is also the role played by development partners (e.g. bilateral agencies and the World Bank) as well as global trends, budgetary priorities, gender disparities, droughts, diseases (e.g. HIV and AIDS), state corruption and the politicization and ethnification of social services. Addressed will be the role of non-state actors in the provision of social services and the future prospects of social services in Kenya.

INSTRUCTOR
James Gichuru Kariuki

COURSE GOAL
The broad objective of the course is to equip students with both theoretical and practical knowledge on Kenya’s social services with particular focus on how these services are designed and delivered.

LEARNING OUTCOMES
By the end of this course, students should be able to:

• Analyze concepts such as social services, social welfare and social work
• Trace the historical development of social services in the United States and Kenya
• Evaluate the indigenous social welfare system in Kenya
• Analyze the role of social services in development
• Identify the peculiarities in the design and delivery of social services in the United States and Kenya
• Identify those who administer social services (e.g. the social welfare workforce) and those who access the services
• Explain the role of the non-state actors in the design and delivery of social services
• Analyze the internal and external challenges facing social services in Kenya
• Evaluate the future of social services in Kenya
METHODOLOGY
The following will be the mode of delivery for the social services track:

- Instructor's lectures
- Round table class discussions/brain storming
- Students' readings
- Consultation: Available for 30 minutes before or after every lecture (prior appointment required)

REQUIRED READING/ MATERIALS


OTHER READINGS

Furstenberg George M. Von, 2003, *Pitfalls and Opportunities in the Evaluation of Social Service*


http://www.hsp.org/node/2011
http://www.socialpolicy.ca/cush/m1/m1-t11.stm
http://www.welfareinfo.org/history/
http://essaytree.com/sociology/the-history-of-social-services-in-the-united-states/

GRADING

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<thead>
<tr>
<th>Grading Rubric</th>
<th>93-100</th>
<th>90-92</th>
<th>Achievement that is outstanding relative to the level necessary to meet course requirements.</th>
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<td>B+</td>
<td>87-89</td>
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<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<td>83-86</td>
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<td>C+</td>
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<td>Achievement that meets the course requirements in every respect.</td>
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<td>D+</td>
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<td>60-66</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<td>F</td>
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<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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Summary of how grades are weighted:

| Term Paper | 25% |
| End of Term Examination | 20% |
| Class Participation | 5% |
| Overall Grade | 50% |

CLASS SCHEDULE

WEEK 1

- General introduction
- Historical development of social services

WEEK 2

- The indigenous social services/welfare system
- Role of social services in development

WEEK 3

- Access to social services in Kenya
- Design/planning and delivery of social services
### WEEK 4
- Field excursion-Kibera Slums, Nairobi

### WEEK 5
- Review of field excursion; Kenya's urban-rural divide
- The role of non-state actors in social services delivery

### WEEK 6
- The social welfare workforce in Kenya
- Clients of human services

### WEEK 7
- Challenges of social services in Kenya
- Ethics in provision of social services
- The future of social services in Kenya and revision

### ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

### UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:**
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering foring, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.