International Development: Critical Perspectives on Theory and Practice

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

COURSE DESCRIPTION
Issues of development continue to attract a great deal of interest among academics, policy makers and other actors locally, regionally and internationally. It is the paradoxical, puzzling and subtle nature of development concept to look for solutions that is appealing to many cadres of professionals. Various developmental paradigms have not yielded the desired results. Overall, economic growth remains far below the expected levels to make any meaningful foray into unemployment, poverty and provision of social amenities. Income inequality in Kenya is far more pronounced than most countries on the continent (nearly 50% of Kenyans live below the poverty line). The persistent exacerbation of inequalities within the continent and socio-economic classes in Kenya, in particular, is the obvious consequence of lopsided development agenda and the class relations that underlie it. These, in addition to salient features in contemporary Kenya, tend to lend themselves to forces that accentuate squired development, and thus continue to constitute an overarching development challenge.

The course is, thus, designed to provide a theoretical basis for interrogating the concept of development. It is geared to an in depth understanding of the meaning and purpose of development and allows students to assess and critique various approaches to theory and practice and impacts thereof. A historical analysis is crucial to disclose features of Kenya and the regions development and social constraints. In particular, historical analysis discloses the social and institutional forces that foster current conditions. Finally, the course will be designed to examine African, and in particular, Kenya at a critical juncture in its development trajectory. The course will examine the global economic and geopolitical changes, and shifts in power structure that have pretty much reinvigorated the development discourse.

In order to allow students to explore specific topics in greater depth and to better prepare students for their internships, this course offers the following track options: Public Health; Social Service; Sustainability and the Environment; Education and Literacy; and Entrepreneurship and Alternative Economics (please read relevant track syllabi for details). This part of the course and the tracks contribute equally to the final grade awarded for MSID 4001.

INSTRUCTOR
Name: Mohamud Jama

COURSE OBJECTIVES
The objectives of this course are to:

• Impart appropriate and adequate knowledge on matters development and policy
• Expose students to the challenges and dilemmas associated with both development theory and practice, respectively
• Enable students to appreciate past and contemporary development trends in Kenya, Africa and Globally.
• Equip students with tools for analyzing global economic, geo-political changes and shifts in power structures; and impacts on Kenya and the African continent.

LEARNING OUTCOMES
At the conclusion of the course, it is expected that students have:

• Conceptualized public policy analysis in the context of development issues
• Understood the dynamic, complex patterns and interdependent issues in matters of development
• Grasped and understood development in comparative and cross-cultural terms
• The ability to think critically about values and ethical issues in relation to their own role as change agents
• Acquired some basic skills and tools to function in different settings as development practitioners
• The ability to demonstrate that current policy formulas and strategies, even if successful in other settings, cannot be unthinkingly transposed and applied to local situation
• Developed the ability to decipher the nuances in the sometimes unstated assumptions underlying different shifts in development paradigms
• Grasped the connection between leadership, institutions, governance and socio-economic development
• Taken stock of the past and present while thinking about the future of Kenya, regional and global development issues.

METHODOLOGY
The course coverage entails an array of methods: lectures, presentations by students, discussion sessions, individual consultations, readings (required books & handouts), students will also be required to attend public lectures by local & visiting dignitaries, conferences, seminars, workshops, book launches relevant to MSID thematic areas (students will be notified accordingly). At least one field visit/excursion will be made to areas that present the dichotomous nature of development. Term papers, final examination, assignments, class attendance and participation will constitute mode of evaluating students’ comprehension of the course content.

READING/ MATERIALS
Required:
• The Kenya Vision, 2030 http://www.vision2030.go.ke/index.php/vision
• Global media, Kenya daily newspapers and weeklies

Suggested
• Leys, C. 1996. The Rise and Fall of Development Theory London: Villiers Publication

GRADING

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Achievement that is outstanding relative to the level necessary to meet course requirements.

Achievement that is significantly above the level necessary to meet course requirements.

Achievement that meets the course requirements in every respect.

Achievement that is worthy of credit even though it fails to meet fully the course requirements.

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.
Summary of how grades are weighted:

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<td>Final Examination</td>
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ASSIGNMENTS

- Personal Observation Reports – Weekly
- Field Observation Reports – Fortnightly
- Final Exam – December 2013
- Major Project Paper – 13th December 2013

CLASS SCHEDULE

WEEK 1

Rural Development Policy in Historical Perspective
- Land policy
- Agricultural Production
- Labor Policy
- Public Health Policy

WEEK 2

Rural Development Policy in the Post-Colonial Era
- Review of Past Strategies
- The Policy and Its Justification
- Current Rural Development Strategies
- Implementing Institutions

WEEK 3

Development Alternatives
- “Capitalization” and the First Development Decade
- “Marginalization” and the Second Development Decade
- Dependency and the New International Economic Order

WEEK 4

World Bank and Structural Adjustment Programs

WEEK 5

Self-Reliant Development
- China
- Tanzania’s Ujamaa
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 forging, 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.