MSID Country Analysis

COURSE DESIGNATOR  MSID 4002

NUMBER OF CREDITS  4 credits

Language of Instruction  English

Contact Hours  60 hours

COURSE DESCRIPTION
This course explores the various political, socio-economic and current issues that characterise Kenya. This is done from the pre-colonial, colonial to post-colonial periods. The defining issues and underlying factors that shape and influence Kenya’s political system will be analysed.

INSTRUCTOR
Dr. Fred Jonyo

COURSE GOAL
At the end of the course, students are expected to clearly understand the Political, Social and Economic factors that influence Kenya as a State within the East African region. Of great significance is how colonialism deconstructed the pre-colonial state and reconstructed a new Kenyan state and the eventual consequences. Equally, the course discusses the emergence of the nationalist movements formed in the struggle for independence and the emergent political consciousness. Many scholars have argued that the modern Kenyan state is by and large a relic of colonialism. The course delves into how accurate is this observation by critically engaging students in analysing Kenya’s political, social and economic situation.

LEARNING OUTCOMES
Students are expected to be able to argue factually on the state of the Kenyan nation. This course clarifies a lot of myths and misinterpretations on Kenya’s situation by inviting students to interrogate academic literature.

METHODOLOGY
This course is conducted through weekly class lectures, seminar discussions on topical issues, field incursions and weekly student personal and focus reports on diverse topics. Students are expected to attend each lecture and participate actively in class discussions.

Students will be registered in groups and make group class presentations on topical issues from time to time. At the end of the course, students will submit a final research paper and sit for final examinations.

For the above tasks, students are required to carry out research on the topics chosen. Evidence that research was done will constitute a major part of the assessment criteria in the grading process. In addition, each paper will be assessed on the strength of originality, factual data, and coherence in presentation, arguments and detail.

COURSE PREREQUISITES
None

REQUIRED READING/MATERIALS
Walter Rodney, 2001, How Europe underdeveloped Kenya

Walter Oyugi, eds., 1997, Governance in Kenya during the Pre-Colonial and Colonial Periods, Traditional and Contemporary forms of Local Participation and Self Government in Africa

Fred Jonyo, 2002, Role of Ethnicity in Kenya’s Politics in Oyugi et al (eds), The Politics of Transition in Kenya, from KANU to NARC
Peter Wanyande and Fred Jonyo, The Rise and Fall of the Kenya African National Union (KANU), Forthcoming Publication


Bruce Berman, 1990, Control and Crisis in Kenya, The Dialectical Domination

Orwa Katete, 1995, Change and Continuity in Kenya’s Foreign Policy, From Kenyatta to Moi in Oyugi (eds), Politics and Administration in East Africa


Dirk Berg-Schlosser, 1992, Ethnicity, Social Classes and the Political Process in Kenya in Oyugi, (eds), Politics and Administration in East Africa


Fred Jonyo and Solomon Owuoche, 2004, Politics in Kenya, a Perspective

Health Sector Reforms papers

Jackson Robert, 1977, Plural Society and New States, A Conceptual Analysis

John Mukum Mbaku, 1998, Constitutional Engineering and the Transition to Democracy in Post-Cold War Africa


Maria Nzomo, 1992, External Influence on the Political Economy of Kenya, the case of MNCs, in Oyugi, (eds) op. cit.

NACC (National AIDS Control Council), Kenya National AIDS Strategic Plan 2000-2005

Norman Miller and Rodger Yeager, 1994, Kenya, The Quest for Prosperity


Samuel Makinda, 1983, From Quiet Diplomacy to Cold War Politics, Kenya Foreign Policy, Third World Quarterly Vol. 5, No. 2


UNICEF, the State of the World’s children, 2002
**UNDP, Human Development Report, 2004**

## GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td></td>
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<tr>
<td>C-</td>
<td>70-72</td>
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</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>0-59</td>
<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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>05 %</td>
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<tr>
<td>Class Participation</td>
<td>05 %</td>
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<tr>
<td>Class Presentation</td>
<td>05 %</td>
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<tr>
<td>Personal Observation Reports</td>
<td>10 %</td>
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<tr>
<td>Focus paper</td>
<td>15 %</td>
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<tr>
<td>Term paper</td>
<td>30 %</td>
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<tr>
<td>Final exam</td>
<td>30 %</td>
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<tr>
<td>Overall Grade</td>
<td>100%</td>
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## CLASS SCHEDULE

### WEEK 1

**Pre – Colonial History**

- Political Organization
- Economic Organization
- Social Organization
### WEEK 2

**Colonial Political Economy**  
- Nature of Colonial Rule  
- Reasons for Colonization  
- Local Reactions to Colonization  
- Struggle for Independence

### WEEK 3

**Urbanization**  
- Kenya's Political Geography  
- Social Issues  
- Challenges and Prospects of Urbanization

### WEEK 4

**Health Issues**  
- Main issues in Health Management  
- Disease Control and Awareness Campaigns

### WEEK 5

**Ethnicity**  
- Politics of Ethnicity  
- Managing Ethnic Diversity  
- Consequences of Ethnicity

### WEEK 6

**Constitutionalism**  
- The Development of Kenya’s Constitution  
- Challenges  
- Current status of Constitutionalism in Kenya
Kenya’s Foreign Policy
• Kenya in East Africa
• Kenya in Africa
• Kenya in global Politics
• Summary and Conclusion

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.