International Development: Human Rights, Policy & Practice

COURSE DETAILS

Course Designator and Number: KNYA XXXX
Number of Credits: 4
Language of Instruction: English
Contact Hours: 60
Instructor: Mohamud Jama, R. M. Ocharo

COURSE DESCRIPTION

This course will begin by interrogating international development: its challenges, contradictions, and dilemmas. The course will focus on how individuals, institutions, events, and ideas are connected. Students examine Kenya's development trajectory from the pre-independence period to date in contrast to the contemporary global economy, financial links, demographic shifts, environmental degradation, and income inequality. As they do this, students critique various approaches to development theory and practice in Kenya, Africa, and globally through multidisciplinary ways of thinking.

Students will learn key concepts such as human rights, social justice, human services, social services, social welfare, community development, and social work. After the conceptual analysis, a clarification of social rights as human rights will be made followed by an overview of the historical development of rights entitlements and service provisions in the United States and Kenya. This will allow students to appreciate not only the historical linkages in the development of human rights and services, but also the peculiarities in the different parts of the world. Advocacy and the role of media, specifically social media in promoting human rights and services, will be explored.

The course also looks at the challenges facing such services and policy in Kenya—where resources are grossly inadequate to fund the services and train a workforce is where the services are needed most. 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 ethnicization of services. The design and delivery of human services for selected clients including, women, children and youth, drug addicts and alcoholics, people living with HIV/AIDS and people living with disabilities in Kenya, and by extension sub-Saharan Africa, is a sharp contrast to that in the industrialized world, where there is virtually universal access to basic rights and services. Ultimately there will be a critical review of working with individuals and groups in service delivery.

Course Objectives

The specific objectives of the course are to enable students to:
1. Acquire knowledge, skills, values, and skills relevant to human rights in Kenya, as well as the associated development theories and practices.
2. Appraise past and contemporary development trends in Kenya, in Africa, and globally.
3. Use a multidisciplinary lens to evaluate the impact of global economic, geo-political changes and shifts in power structures, challenges, and dilemmas associated with development theory and practice on Kenya.
4. Critically analyze access, relevance, equity, quality, and efficiency of human rights policies and practice in Kenya within the broader domains of: history of human rights in Kenya, the structure of the human rights and human services system and its delivery in Kenya, the roles of non state actors, etc.
5. Explore key issues of human rights policy and practice including individuals, institutions, events, and ideas.
6. Identify areas of interest and concern to current and future debates and researchers of human rights.

Methodology

The course coverage entails an array of methods: lectures, presentations by students, discussion sessions, individual consultations and readings. Students may also be required to attend public lectures by local and 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 reveal challenges, contradictions, and dilemmas in international development practice with a special focus on social work. Term papers, final examination, assignments, class attendance, and participation will constitute the modes of evaluating students' comprehension of the course content.

The course is delivered through lectures blended with interactive discussions and brainstorming. The class sessions are designed to allow students' active participation based on their American and Kenyan experiences and readings to deepen their critical and insightful thinking in the area of sustainable development.

Required Readings/Materials

Part I (Units 1-7)

Required Readings

- McMichael, P. 2017. Development and Social Change: A Global Perspective. Sixth Edition. Los Angeles: SAGE Publications, Inc.
- Forum for Actors in Street Children Work (2001) Best Practice in Working with Street Children in Kenya. Guidelines and Interventions in Professional Practice.
- Fred M Cox, John L. Erlich, Jack Rothman, John E.Tropman. (1987) Strategies of Community Organization.
- Harris, H S and David C.M (1999). Human Services: Contemporary Issues and Trends. Boston: Allan and Bacon.
- Kenya, Republic of, 2007, Vision 2030: A Competitive and Prosperous Kenya, Nairobi: Government Printer.
- SNV (2001). Experiences in Rehabilitation of Street Children in Kenya. Nairobi:SNV Kenya Street Children Programme, Kenya.
- Selected Kenyan newspapers and global media periodicals, on topical issues that arise throughout the semester.

Suggested Readings

- The Kenya Vision, 2030, http//www.vision2030.go.ke/index.php/vision
- Sheppard E. (Ed), 2009, "A World of Difference: Encountering and Contesting Development" The Gildford Press, New York (Chapters 3, 14 and 15).
- Stiglitz, J. 2002. Globalization and its Discontents London: Penguin Books.
- Allen T and Thomas A. (Ed) 2000. Poverty and Development into the 21st Century. 2nd Edition. Oxford University Press.
- Leys, C. 1996. The Rise and Fall of Development Theory London: Villiers Publication.
- Mamdani, M. 1996. Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. Princeton University Press.
- So, A.Y. 1990. Social Change and Development: Modernization, Dependency and World System Theories. Newbury Park: Sage Publications.
- Berg, I.K. and Kelly, S. 2000, Building Solutions in Child Protective Services, New York: W.W. Norton & Company.
- Furstenberg George M. Von, 2003, Pitfalls and Opportunities in the Evaluation of Social Service.
- Kenya, Republic of, 1983, District Focus for Rural Development Approach, Nairobi: Government Printer.
- Kenya, Republic of, 1994, Social Dimensions of Development in Kenya: An Approach to Human-Centred Development and Alleviation of Poverty, Nairobi: Government Printer.

- Kenya, Republic of, 1999, National Poverty Eradication Plan 1999-2015, Nairobi: Government Printer.
- Livingstone, A. 1969, Social Policy in Developing Countries, London: Routledge and Kegan Paul. Madan, G.R., 1998, India of Tomorrow, Third Edition, Mumbai: Allied Publishers.
- Merc, M., 1971, Problems and Prospects of Social Services in Kenya, Munich: Weltforum Verlag GmbH.
- Morales-Gomez, D., N. Tschirgi, & Mother, J. 2000, Reforming Social Policy, Ottawa: International Development Research Center.
- Murray, C., 2006, "State Intervention and Vulnerable Children," Journal of Social Policy, Vol. 35, Issue 02, pp 211-227.
- Patti, R.J. (ed.), 2000, The Handbook of Social Welfare Management, Thousand Oaks: Sage Publications. Ghai, D.
- Godfrey, M. and Lisk, F. 1979, Planning for Basic Needs in Kenya, Geneva: International Labour Office. UNESCO, 2005, Challenges of Implementing Free Primary Education in Kenya: An Assessment Report, Nairobi: UNESCO Nairobi Office.
- Wong, L. and J. Tang, 2006, "Non-State Homes for Older People as Third Sector Organizations in China's Transition Welfare Economy," Journal of Social Policy, Vol. 35, Issue 02, pp 229-246.
- http://www.hsp.org/node/2011
- http://www.welfareinfo.org/history/

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.

B	83–86	
B-	80–82	
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	
C-	70-72	
D+	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	0-59	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

Assignments	Percentage of grade
Attendance and participation	10%
Observation reports (PORs 5% and FORs 5%)	10%
Focus paper #1	5%
Focus paper #2	15%
International development	15%

term paper	
Human rights term paper	15%
Final exam	30%
Overall grade	**100%**

Assessment Details

Attendance and Participation

To promote learning, improve thinking, and deepen understanding of topics covered in class, students are encouraged to do required readings before class. Students will be rewarded for asking questions, sharing their ideas on the topic under discussion, and responding to questions or reactions of others in the class. Use of phones and other electronic gadgets are strictly discouraged.

Observation Reports

Students are encouraged to reflect on what they are learning in class vis-à-vis their personal observations; what they are reading in local newspapers and other media; their personal experiences prior to the program and articulate these in analytical, academically rigorous informal academic papers. This is aimed at helping them personalize the material, determine what is important and put in their own words. The course instructor will provide detailed instructions including due dates.

Students will be expected to write two types of observation reports:

1. **FIELD OBSERVATION REPORTS (FOR)** focus on any kind of idea, event, or scene connected to the course such as development challenges/problems; local development strategies; successes and failures students have come across while in country. Students must connect these to various course themes evaluating how they fit or not fit to theories they have read about or learnt in class. Effort in reflection, incorporation of contrasting views, synthesis and reasoning will be rewarded.
2. **PERSONAL OBSERVATION REPORTS (POR)** allow a relationship to develop between the learner as a feeling, valuing, perceiving being and the educational experiences that this course provides. PORs allow students to articulate changes they are observing in themselves as they study international development while living, working and functioning in Kenya.   Students reflect on and document the ethical dilemmas they face as they progress with their learning, the emotional ups and downs they experience, and above all changes in their values, personal development and growth.

Focus Papers

Students will be required to write at least two semi-formal focus papers organized around an experience or academic excursion (may alternatively involve a book launch or a Public Lecture by a local or a visiting dignitary) to demonstrate holistic understanding and component analysis. Students are encouraged to share their papers after grading to facilitate appreciation of interdisciplinary perspectives.

The course instructor will provide a detailed prompt to guide the student. Typically, students are expected to write two Focus Papers:

1. FOCUS PAPER #1: Students visit a development project in one of Kenya's semi-arid Counties to observe first hand a state led development initiative addressing poverty in that county. They also visit an urban center that sprung from that project. Learners are encouraged to be observant and listen keenly; reflect appropriately and systematically articulate that experience.
2. FOCUS PAPER #2: Mid-way through the classroom phase learners go for an extended academic trip to Coastal Kenya. Participants are required to read assigned readings prior to the excursion, observe keenly, and listen completely to learn historical, political, economic, environmental, social-cultural issues affecting development at the coast; familiarize with various development agencies working in the region and details of initiatives taken to address poverty, inequality and unemployment in the region. The course instructor will provide a detailed prompt to guide the student.

International Development Term Paper

Students explore various development theories as well as various intervention approaches, and academic controversies surrounding this body of knowledge. The course instructor will provide the prompt for this assignment early during the classroom phase and will provide feedback and reward students who turn in rough draft before transitioning to internship sites.

Human Rights Term Paper

Students are provided with the opportunity to explore one of the contemporary topics on the theme of this course. The course instructor will provide the prompt for this assignment early during the classroom phase and will provide feedback and reward students who turn in rough draft before transitioning to internship sites.

Final Exam

In the final week, students sit for a 2 hour exam that tests the learner's knowledge and understanding of the course content, as well as application, analysis and evaluation skills developed in the course of the semester.

COURSE CONTENT

Unit 1

Development Alternatives
- "Capitalization" and the First Development Decade.
- "Marginalization" and the Second Development Decade.
- Readings:
  - McMichael, P. 2017. Development and Social Change: A Global Perspective.
    - A Timeline of Development (xvi-xvii).
    - Chapter 1: Development: Theory and Reality; History and Politics (2-4); Development Theory (4-11), Social Change (12-20) and Summary (21-22).
- **Assignment** due on 1st Friday:
  - Personal Observation Report No. 1

Unit 2

Introduction to Human Rights & Service & Related Concepts
- Key concepts (Human Rights, Social Justice, Social Services, Social Welfare, Social Work, Human Services and Community Development).
- Social rights as human rights.
- Readings:
  - Human Rights Act 1998.
  - Hunt, Paul (2017). Social Rights Are Human Rights but the UK System Is Rigged. Centre for Welfare Reform.

Unit 3

Rural Development Policy in Historical Perspective
- Land policy.
- Labor policy.
- Agricultural production.
- Public health policy.
- Readings:

- ○ Sheppard E. (Ed), 2009, "A World of Difference: Encountering and Contesting Development." Chapter 3: Colonial Encounters; Views from the Core, and Views from the Periphery, 52-67.
  - ○ McMichael, P. 2017. Development and Social Change: A Global Perspective. Chapter 2: Instituting the Development Project: Colonialism (26-38); Decolonization and Development (38-43).
- **Assignments** due on Friday:
  - ○ Personal Observation Report No. 2.
  - ○ Field Observation Report No. 1 on a development related issue.

Unit 4

Historical Development of Rights Entitlement
- A comparison between Kenya and the USA.
- The social welfare workforce in Kenya.
- Advocacy and the role of media in the promotion of human rights and social welfare.
- Readings:
  - ○ Kenya, Republic of (2010). The Constitution of Kenya 2010. Nairobi: Government Printers.
  - ○ Kenya, Republic of (1994). Social Dimensions of Development in Kenya: An Approach to Human-Centered Development and Alleviation of Poverty, Nairobi: Government Printers.
  - ○ Hestres, Luis E (2017). Tools Beyond Control: Social Media and the Work of Advocacy Organizations. Social Media + Society. April-June 2017: 1-11.

Unit 5

Rural Development Policy in the Post-Colonial Era
- Review of past strategies.
- Current rural development strategies.
- The policy and its justification.
- Implementing institutions.
- Readings:
  - ○ McMichael, P. 2017. Development and Social Change: A Global Perspective.
    - ■ Chapter 2: Instituting the Developing Project: Post-war Decolonization and the Rise of the Third World (43-46); Ingredients of the Development Project (46-48); Framing the Development Project (49-50); Economic Nationalism including Import Substitution Industrialization (50-54).
    - ■ Chapter 3: The Development Project: International Framework Anti-Rural Biases of the Development Project (76-77).
- **Assignments** due on Friday:
  - ○ Personal Observation Report No. 3

○ Submit a sketch or an outline of topics (sub-topics) on the term paper assignment.

Unit 6

Welfare Challenges in Kenya
- The future of social welfare in Kenya and revision.
- Human services as the preferred model for providing welfare.
- Design/planning and delivery of human services.
- Readings:
  ○ Harris, H S and David C.M (1999). Human Services: Contemporary Issues and Trends. Boston: Allan and Bacon.

Unit 7

The Global Economy
- The international framework.
- Bilateral Official Development Assistance (ODA).
- Multilateral ODA.
  ○ The World Bank
  ○ The IMF
- Globalization and Africa.
- Resistance to globalization.
- Readings:
  ○ Christine Lagarde's Dimbleby Lecture on "Challenges for the Global Economy" (https://www.youtube.com/watch?v=brmiJ36tNew).
  ○ McMichael, P. 2017. Development and Social Change: A Global Perspective.
    ■ Chapter 3: The Development Project: International Framework The International Framework (56-57); US Bilateralism (57-58); Multilateralism: The Bretton Wood System (58-62); Remaking the International Division of Labor (63); Newly Industrializing Countries (NICs) (63-66); The Food Aid Regime (67-70).
    ■ Chapter 4: Globalizing Developments – Third World Industrialization in Context (80-85); Thee Strategic Role of Information Technology (85); Export Processing Zones EPZ (85-88); The Rise of the New International Division of Labor (88-98); Global Finance (102-107).
    ■ Chapter 5: Instituting the Globalization Project Securing the Global Market (110-113); The Debt Regime (113-123); Global Governance (125-134); World Trade Organization (134-145).
- **Assignments** due on Friday:
  ○ Personal Observation Report No. 4
  ○ Field Observation Report No. 2

Unit 8

Academic Excursion to Mombasa
- The four-day academic excursion may include visits to the following sites:
  ○ The Rabai Cultural Village; the earliest Christian Mission in Kenya.
  ○ An informal settlement that was affected by lead poisoning from a factory located in the area.
  ○ Selected non-profits related to human rights
  ○ The National Museums of Kenya site at Fort Jesus to learn about the history of Mombasa.
- The Rabai Cultural Centre, as a site, is selected to enable the international development student reading Rostow's "Stages of the Economic Growth" (explaining the Modernization theory of development from an economic perspective), and to appreciate what Rostow refers to as the "traditional stage."
- On this excursion, students will:
  ○ Synthesize information and develop realistic solutions to various development challenges that are revealed during the excursion.
  ○ Observe and apply in the real-world human rights theories and concepts that they discussed in classes.
  ○ Appreciate political, social, educational, and health challenges in one of the regions in Kenya.
  ○ Identify various innovative solutions developed locally to address some of the development problems related to human rights.

Unit 9

Environmental Degradation
- Climate change.
- The water, food, and energy challenge.
- Readings:
  ○ Allen T and Thomas A. (Ed) 2000. Poverty and Development into the 21 st Century. 2nd Edition. Oxford University Press Chapter 7: Environmental Degradation and Sustainability.
  ○ McMichael, P. 2017. Development and Social Change: A Global Perspective.
    ■ Chapter 3: International Development Project: International Framework The Food Aid Regime; Food Dependency; Remaking Third World Agricultures; The Global Livestock Complex (67-79).
    ■ Chapter 4: Globalizing Developments Agricultural Globalization (98-102).
    ■ Chapter 7: Global Counter Movements Food Sovereignty (204-210).
    ■ Chapter 8: The Globalization Process in Crisis: Ecological Crisis (240-247).

- ■ Chapter 9: Sustainable Development The Challenge of Climate Change (249-252); Responses to the Sustainability Challenge; Biofuels (253-262) Public Interventions; Ecosystem Questions; etc. (262-271); Grassroots Development; Feeding the World Sustainably (271-279).
- **Assignments** due on Friday:
  - ○ Personal Observation Report No. 5
  - ○ Focus Paper No. 2 (prompt to be provided before the excursion)

Unit 10

Basic Skills for the Human Services Worker

- Review of field excursion; Kenya's urban-rural divide.
- Readings:
  - ○ Harris, H S and David C.M (1999). Human Services: Contemporary Issues and Trends. Boston: Allan and Bacon.
  - ○ Focus Paper No. 2 (prompt to be provided before the excursion)

Unit 11

Demographic Shifts

- World population trends.
- The challenge of "graying," "youth bulge," etc.
- Migration question.
- Readings:
  - ○ Allen T and Thomas A. (Ed) 2000. Poverty and Development into the 21st Century. 2nd Edition. Oxford University Press Chapter 6: Is the World Overpopulated? (125-140)
  - ○ McMichael, P. 2017. Development and Social Change: A Global Perspective. Chapter 6: Globalization Project in Practice Global Labor-Sourcing Politics; Displacement; Informalization; and Global Recolonization (155-175).
- **Assignments** due Friday:
  - ○ Personal Observation Report No. 6
  - ○ Field Observation Report No. 3

Unit 12

Clients of Social Services

- Readings:

○ Harris, H S and David C.M (1999). Human Services: Contemporary Issues and Trends. Boston: Allan and Bacon.

Unit 13

The Challenge of Income Distribution
- Regional distribution.
- National distribution.
- Solutions?
- Readings:
    ○ McMichael, P. 2017. Development and Social Change: A Global Perspective. Chapter 10: Rethinking Development in the Gear of Social Change (281-286); Paradigm Change (289-295).
- **Assignments** due on Friday:
    ○ Personal Observation Report No. 7
    ○ Submit draft term paper.

Unit 14

Working with Individuals & Groups
- Readings:
    ○ Harris, H S and David C.M (1999). Human Services: Contemporary Issues and Trends. Boston: Allan and Bacon.
- **Assignments** due on Friday:
    ○ Submit draft term paper.

Unit 15

Final Seminar Week
- Discussions and reflections on development work in theory and practice.
- **Assignments:**
    ○ Final exam
    ○ Submit term paper

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & 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. This information can be found on the Learning Abroad Center website.