



International Development: Public & Community Health

COURSE DETAILS

Course Designator and Number: KNYA XXXX

Number of Credits: 4

Language of Instruction: English

Contact Hours: 60

Instructor: Mohamud Jama, Mohamed Karama

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.

The course will introduce students to the Kenyan health systems highlighting on: the historical development of health in Kenya in the three historical periods: pre-Colonial period, the Colonial era and the Post-Colonial era.

Comparisons will be made between vertical programs addressing specific health issues and horizontal programs and their advantages and disadvantages. The concept of primary health care and its practical implications on health will be discussed and students will be encouraged to participate and share their own country experience. The course will also focus on community health, and address western misconceptions about primary health care as defined by the Assembly at Alma Atta. Community health is well implemented in Kenya through the "community strategy."

Specific diseases of public health importance will be discussed including interventions to manage, control, and to prevent. We will look at the international conventions in health such as the sustainable development goals and the convention on pollution and transportation of hazardous waste. In addition, the student will be exposed to the following among others: equity in health, gender-based violence, root causes, and how they are manifested.

Course Objectives

The specific objectives of the course are to enable students to:

1. Appraise past and contemporary development trends in Kenya, in Africa, and globally.
2. Apply 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.
3. Acquire knowledge, skills, and values relevant to navigate public and community health in Kenya including individuals, institutions, events, and ideas.
4. Critically analyze access, relevance, equity, quality, and efficiency of public and community health systems in Kenya within the broader domains of history of public health in Kenya, global public and community health contrasts between developing and developed countries, the constitution of Kenya, and the ensuing policies on the devolution of healthcare services.
5. Familiarize students with the management of common tropical diseases including “neglected diseases” and sensitize them on recent developments in the health care burden—emerging and re-emerging diseases.
6. Identify areas of interest and concern to current and future debates and researchers of public and community health.

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 public and community health. 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 about public and community health.

Readings/Materials

Required Readings

- McMichael, P. 2017. *Development and Social Change: A Global Perspective*. Los Angeles: SAGE Publications, Inc.
- WHO 2017 Primary Health Care System, Abridged Version, Alliance for Health Policy and Systems Research.
- Muga, R et al, 2004. *An Overview of Health System in Kenya*.
- Selected Kenyan newspapers and global media periodicals on topical issues that arise throughout the semester.

Suggested Readings

- The Kenya Vision, 2030, www.vision2030.go.ke/index.php/vision
- Sheppard E. (Ed), 2009, "A World of Difference: Encountering and Contesting Development" The Guildford 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.
- Council for the Development of Social Science Research in Africa (CODESRIA), *Challenges of the Devolved Health Sector in Kenya: Teething Problems or Systematic Contradictions?* Africa Development Volume XLII, No. 1, 2017 pp 55-77.
- The Health Act 2017
<http://kenyalaw.org/kl/fileadmin/pdfdownloads/Acts/HealthActNo.21of2017.pdf>
- Government of Kenya (GoK) Ministry of Public Health and Sanitation, Division of Community Health Services (2013) *Training Community Health Committees in Kenya: The Trainer's Manual for Community Health Committees*.
- Government of Kenya (GoK) Ministry of Public Health and Sanitation, Division of Community Health Services (2013) *Implementing the Master Community Unit List HS Training Package Module 2 Facilitating Manual*.
- Government of Kenya (GoK) Ministry of Public Health and Sanitation, Division of Community Health Services (2013) *Kenya Master Community Unit Listing Implementation Status Report*.
- Government of Kenya (GoK) Ministry of Public Health and Sanitation, Division of Community Health Services (2013) *Integrated Curriculum for Training Community Health Workers in Kenya*.

- Government of Kenya (GoK) Ministry of Public Health and Sanitation, Division of Community Health Services (2013) The Curriculum for Community Health Committee.
- Beck, A, 1970 A History of the British Medical Administration of East Africa, 1900-1950.
- Hope, K R. 1999. AIDS and Development in Africa: A Social Science Perspective New York: The Haworth Press.
- African Population and Health Research Center (APHRC), 2002, Population and Health Dynamics in Nairobi's Informal Settlements Nairobi APHRC.

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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 class participation | 10% |
| Observation reports (PORs 5% and FORs 5%) | 10% |
| Focus paper #1 | 5% |
| Focus paper #2 | 15% |
| International development term paper | 15% |
| Public and community health 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.

Public and Community Health 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.
- Dependency and the new international economic order.
- 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

Health Care in Pre-Independent Kenya

- Readings:

- Ann Beck's book, A history of the British Medical Administration of East Africa, 1900-1950, which was published in 1970.

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 pge: 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

Health Care System in Post-Independent Kenya

- Readings:
 - An Overview of Health System in Kenya (Chapter 2) pp. 13 to 26 By Richard Muga et al. 2004.
 - Primary Health Care System Abridged version Alliance for Health Policy and Systems Research WHO 2017.

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

The Community Strategy in the Implementation of Primary Health Care

- Readings:
 - Community Health Strategy in Kenya and Training Manual

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 Dimpleby 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); The 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 public and community health.
 - 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."
- Students visit two hospitals: one a level 5 referral public hospital and another run by a not-for-profit charitable organization.
- On this excursion, students will:
 - Synthesize information and develop realistic solutions to various development challenges that are revealed during the excursion.
 - Allow students to observe and apply in the real world the theories and concepts that they discussed in classes.
 - Appreciate public and community health challenges in one of the regions in Kenya.
 - Identify various innovative solutions developed locally to address some of the development problems.

Unit 9

Devolved vs. Centralized Health care

- Readings:
 - Council for the Development of Social Science Research in Africa (CODESRIA), Challenges of the Devolved Health Sector in Kenya: Teething Problems or Systematic Contradictions? Africa Development Volume XLII, No. 1, 2017 pp 55-77.

Unit 10

The Environmental Degradation

- Climate change.
- The water, food, and energy challenge.
- Readings:
 - Allen T and Thomas A. (Ed) 2000. Poverty and Development into the 21st 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 11

Horizontal vs. Vertical Health Care Program Designs

- Advantages and disadvantages.
- Reading:
 - An Overview of Health System in Kenya by Richard Muga et al. 2004.

Unit 12

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 on Friday:
 - Personal Observation Report No. 6
 - Field Observation Report No. 3

Unit 13

Diseases of Public Health Importance

- Malaria.
- HIV and AIDS.
- Readings:
 - US Presidents' Malaria initiative through USAID Malaria Operational Plan 2018.
 - Kenya AIDS indicator survey 2012 pp 20 to 27 Executive summary.
 - Kenya AIDS Response Progress Report 2018 National Aids Control Council pp 6 to 51.

Unit 14

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 15

Diseases of Public Health Importance

- Neglected tropical diseases.
- Rift valley fever, Yellow Fever, Ebola and East Nile (Arboviruses).
- Corona viruses.
- Readings:
 - WHO report Neglected Tropical Diseases A challenge we could rise to 2017.

- An article by Amal K, Mitra and Anthony Mawson "Neglected Tropical Diseases."
- Epidemiology and Global burden. Journal of Tropical Medicine and Infectious diseases.
- **Assignments:**
 - Submit draft term paper

Unit 16

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.

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