



# International Development: Wildlife Conservation & Natural Resource Management

## COURSE DETAILS

Course Designator and Number: KNYA XXXX

Number of Credits: 4

Language of Instruction: English

Contact Hours: 60

Instructor: Mohamud Jama

## 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 then explore sustainability issues; the concept, scope, and nature of wildlife conservation; and natural resource management including agriculture, rural livelihoods, and food security issues, by evaluating conservation policies and praxis. The course will also explore the impact of climate change and macro-economic policy on the environment, and how these are linked to emerging challenges such as human-wildlife conflicts, degradation of marine ecology, water conflicts, and desertification.

The course will be significantly enhanced by being taught in Kenya, a developing country that hosts the United Nations Environment Programme (UNEP) and is renowned for its abundant, diverse wildlife, both

terrestrial and marine. The annual wildebeest migration, considered one of the most phenomenal natural spectacles in the world, is a major tourist attraction. Students will be able to relate what is covered in the course with what they will observe and experience as they navigate the country and the region— frequently comparing theory learned in class and praxis which they observe during the internship phase of the program.

## Course Objectives

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

1. Acquire knowledge, attitudes, and skills relevant to sustainable development.
2. Appraise past and contemporary development trends in Kenya, in Africa, and globally.
3. 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.
4. Explore key issues on wildlife conservation including individuals, institutions, events, and ideas.
5. Understand how human activities are impacting both terrestrial and marine ecosystems.
6. Gain awareness of the importance of wildlife to the economy as well as problems and challenges affecting wildlife in Kenya and the region.
7. Critically analyze current environmental issues in the country including climate change preparedness and mitigation, pollution by industries, and the agricultural sector.
8. Identify areas of interest and concern to current and future debates and researchers of sustainability and the environment.

## 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 sustainable development. Term papers, final examination, assignments, class attendance, and participation will constitute the mode of evaluating students' comprehension of the course content.

The course is delivered through lectures blended with interactive discussions and brainstorming and culminating in study visits to diversified learning school environments. 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.

# Readings/Materials

## Required Readings

- McMichael, P. 2017. Development and Social Change: A Global Perspective.
- Ajayi S.S (2019) "Wildlife Conservation in Africa: A Scientific Approach" 1st Edition: Elsevier - Chapter 1.
- 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
- Kiriru A. and Juma C. (1989) "Gaining Ground."
- Kulindwa K, Sosovele H and Mashindano O (2001) "Tourism Growth for Sustainable Development in Tanzania" Dar es Salaam University Press Ltd (Read Chapters 2 and 4).
- Wildlife Warriors, Reteti Baby Elephants, S.1, E.10 (2019):  
<https://www.youtube.com/watch?v=yqIIURq-7K>
- Christine Lagarde's Dimpleby Lecture on "Challenges for the Global Economy"  
<https://www.youtube.com/watch?v=brmiJ36tNew>.
- AFD (2008) "Proceedings of the 6th AFD-EUDN Conference 2008"
- 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.
- Institute for Law and Environmental Governance (nd) "Climate Change: Adaptation and Mitigation."
- AFD (2008) "Proceedings of the 6th AFD-EUDN Conference 2008" page 43-64.
- Mkandawire T and Soludo C. C (ed) 1999 "Our Continent Our Future" CODESRIA pages 14-15; 22-23; 43-44; 53-55.
- Kenya National Academy of Sciences Wandiga S.O. (Ed) 2006; Environment and Development in Kenya: Lecture Series on Biodiversity.

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
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

<b>Assignments</b>	<b>Percentage of grade</b>
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%
Wildlife Conservation & Natural Resource Management term paper	15%
Final exam	30%
<b>Overall grade</b>	<b>100%</b>

## 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.

### **Wildlife Conservation & Natural Resource Management Term Paper**

Students are provided with options of exploring academic controversies surrounding related topics including: wildlife-human conflicts; community conservation and ecotourism; wildlife crimes and illegal trade; forest conservation and poverty; climate change, adaptation and conservation etc. 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**

#### **Introduction to Natural Resource Management**

- Scope and nature of natural resource management

- Evolution of environmental and natural resource conservation
- Reading:
  - Ajayi S.S (2019) "Wildlife Conservation in Africa: A Scientific Approach" 1st Edition: Elsevier - Chapter 1.

## 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

### Conservation in Kenya

- Historical perspective.
- National park concept.
- Marine resources.
- Impact of human activities on the environment/ wildlife habitats.
- Wildlife crime and illegal trade.
- Managing wildlife in Kenya.
- Reading:
  - Kiriru A. and Juma C. (1989) "Gaining Ground" Read Chapter 4 "Managing Wildlife in Kenya."

## 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

### Importance of Wildlife to the Economy

- Social-economic arguments for wildlife conservation.
- Tourism—policies and strategies.
- Trends in tourism development: Kenya.
- Community conservation and ecotourism.
- Readings:
  - Kulindwa K, Sosovele H and Mashindano O (2001) "Tourism Growth for Sustainable Development in Tanzania" Dar es Salaam University Press Ltd (Read Chapters 2 and 4).
  - <https://www.youtube.com/watch?v=yqIIURq-7Kw>.

## 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 wildlife conservation and natural resource management.
  - 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 the theories and concepts that they discussed in classes.
  - Appreciate wildlife and natural resource management challenges in one of the regions in Kenya.
  - Identify various innovative solutions developed locally to address some of the development problems.

## Unit 9

### Natural Resources & Sustainable Development

- Conceptual basis of sustainable development.
- Interactions among the key factors of sustainable development.
- Sustainable Development Goals (SDGs).
- Readings:
  - AFD (2008) "Proceedings of the 6th AFD-EUDN Conference 2008" page 43-64
  - Kiriru A. and Juma C. (1989) "Gaining Ground" Read 67-86.

## 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

### Climate Change in Kenya

- Prevention.
- Adaptation.
- Mitigation.
- Reading:

- Institute for Law and Environmental Governance (nd) "Climate Change: Adaptation and Mitigation."

## 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

### Natural Resources Use & Environmental Degradation

- Agriculture, food security, and pollution.
- Environment, rural livelihoods and poverty nexus.
- Arid-Semi-Arid Lands (ASAL) and desertification.
- Water management in Kenya and regional trans-boundary tensions.
- Readings:
  - AFPD (2008) "Proceedings of the 6th AFD-EUDN Conference 2008" page 43-64.
  - Kiriru A. and Juma C. (1989) "Gaining Ground" Read 67-86.
  - Mkandawire T and Soludo C. C (ed) 1999 "Our Continent Our Future" CODESRIA pages 14-15; 22-23; 43-44; 53-55.

## 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

### Toward Sustainable Development in Kenya

- Reading:
  - Kenya National Academy of Sciences Wandiga S.O. (Ed) 2006; Environment and Development in Kenya: Lecture Series on Biodiversity.
- **Assignment:**
  - 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.