



Historical & Political Context of Kenya

COURSE DETAILS

Course Designator and Number: KNYA XXXX

Number of Credits: 4

Language of Instruction: English

Contact Hours: 60

Instructor: Professor Fred Jonyo

COURSE DESCRIPTION

This course explores the various political, socio-economic, and current issues that characterize Kenya. This is done from the pre-colonial, colonial, and post-colonial periods. The defining issues and underlying factors that shape and influence Kenya's political system will be analyzed.

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, as well as 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 the accuracy of this observation by critically engaging students in analyzing Kenya's political, social, and economic situation by studying the human past, and examining beliefs, practices, and relationships that shaped Kenya over time.

Course Objectives

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

1. Examine Kenya's past and how beliefs, practices, and relationships shaped the country today.
2. Describe Kenya's pre-colonial, colonial, and post-colonial history and how Kenya has changed over time.
3. Examine Kenya's political evolution
4. Evaluate the political, social, and economic dimensions in Kenya
5. Understand Kenya's foreign relations

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, including some primary sources. 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.

Readings/Materials

Required Readings

- Mauti J. L., De Neve et al., 2019, Kenya's Health in All Policies Strategy, A Policy Analysis Using Kingdom's Multiple Streams
- Hope Kempe 2012, Urbanization in Kenya, African Journal of Economic and Sustainable Development, Volume 1.
- Sussane D. Mueller 2008, The Political Economy of Kenya's Crisis, Journal of East African Studies, 2.2, 185-210.
- Mabera Faith 2016, Kenya's Foreign Policy in Context 1963-2015, South African Journal of International Affairs.
- Korwa Adar 2007, Kenya's Foreign Policy and Geopolitical Interests, The case of the Nile River Basin, African Sociological Review 11.
- Walter Rodney, 2001, How Europe Underdeveloped Africa.

- 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.
- B.A. Ogot, 1996, *The Decisive Years, 1956 – 1963*, in B.A. Ogot and W.R. Ochieng (eds), *Decolonization and Independence in Kenya*.

Suggested Readings

- 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*.
- David Goldsworthy, 1982, *Ethnicity and Leadership in Africa, The "Untypical" Case of Tom Mboya*, *Journal of Modern African Studies*, Vol. 20, No. 1.
- Dirk Berg-Schlosser, 1992, *Ethnicity, Social Classes and the Political Process in Kenya* in Oyugi, (eds), *Politics and Administration in East Africa*.
- Donald Rothschild, 1969, *Ethnic Inequalities in Kenya*, *Journal of Modern African Studies*, Vol. 7, No. 4.
- E.S. Atieno Odhiambo, 1996, *The Formative Years 1945-1955*, in Ogot et al., (eds), *Decolonization and Independence in Kenya, 1940-1993*.
- Fred Jonyo and Solomon Owuochi, 2004, *Politics in Kenya, a Perspective Health Sector Reforms Papers*.
- Korwa G. Adar and Mutahi Ngunyi, 1998, *The Politics of Integration in East Africa since Independence* 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* Philip Nying'uro, 1997, *The External Sources of Kenya's Democratization Process*, *Journal of Political Science*, Vol. 35.
- Republic of Kenya, *The Constitution of the Republic of Kenya, Original and Amendments*.
- Samuel Makinda, 1983, *From Quiet Diplomacy to Cold War Politics*, *Kenya Foreign Policy, Third World Quarterly* Vol. 5, No. 2.
- Samuel Kiwanuka, 1982, *From Colonialism to Independence, A Reappraisal of Colonial Policies and African Reactions, 1870-1960*.

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
Class attendance and participation	10%
Class presentation	5%
Personal observation reports	10%
Focus papers	15%
Term paper	30%
Final exam	30%
Overall grade	100%

Assessment Details

Class 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.

Class Presentation

Learners are assigned to interview individuals in the community they are embedded in and asked to make presentations about the findings.

Personal Observation Reports

Learners write informal, but rigorous weekly academic papers to articulate experiences and observations about what they are discussing in class. Students review topics they have read about or learnt in class and discuss the extent to which Kenya is representative in East Africa; former British colonies in general and

the rest of the developing world. Student efforts in reflection, incorporation of contrasting views, synthesis and reasoning will be rewarded.

Focus Papers

Students will be required to write at least two semi-formal focus papers organized around an experience or academic excursion (usually one to the Rift Valley, and another to Kenya's coast) to study first-hand about the people and their history. They may alternatively involve a book launch or a public lecture by a local or a visiting dignitary.

Term Paper

A formal term paper will be due in the last week for this course focused on contemporary issues in the country. The course instructor will provide detailed instructions including due dates

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

Pre-Colonial History

- The people of Kenya.
- Communities and migration patterns.
- Trade contacts within East Africa and the outside world (Chinese, Omani rule, Portuguese rule).
- Readings:
 - 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.*
- **Assignment:**
 - 1st Personal Observation Report
 - Focus paper on the Rift Valley

Unit 2

Colonial Political Economy

- Establishment of colonial rule in Kenya (explorers, missionaries).
- Berlin Conference and the scramble for Africa.
- The colonial acquisition of colonies and governance.
- Readings:
 - Bethwel Ogot 1996, *The Decisive Years 1956–1963, Decolonization and Independence in Kenya*.
- **Assignments:**
 - 2nd Personal Observation Report

Unit 3

Rise of Nationalism and the Road to Independence

- Formation of social movements (Mau Mau resistance, WWII).
- Legislative and representation struggle.
- Actors in Kenya's liberation movement.
- **Readings:**
- **Assignments:**
 - 3rd Personal Observation Report

Unit 4

Urbanization

- Kenya's political geography.
- Prospects and challenges of urbanization in Kenya.
- Reading:
 - Bertaud Alain 2002, *Journal of Urban Economics* 62 (3): 405–423.
- **Assignments:**
 - 4th Personal Observation Report

Unit 5

Excursion to Mombasa

- Students are expected to participate in all activities, discussions and presentations. For the specific course, students should pay particular attention to, and critically analyze, the following activities:
 - Rabai village

- Gede ruins (among the earliest Swahili people)
- The earliest Christian mission in Kenya
- Mombasa's Old Town
- Fort Jesus
- **Assignments:**
 - Focus paper on the excursion to Mombasa

Unit 6

Ethnicity

- Politics of ethnicity.
- Managing ethnic diversity.
- Consequences of ethnicity.
- Readings:
 - Kenya Human Rights Commission, 2018, Kenya's Ethnic Politics, Ethnicity and Politicization in Kenya.
 - Fred Jonyo 2002, Role of Ethnicity in Kenya's Politics.
- **Assignment:**
 - 5th Personal Observation Report

Unit 7

Constitutionalism

- The development of Kenya's constitution.
- Challenges of the constitution.
- Current status of constitutionalism in Kenya.
- Reading:
 - The Constitution of Kenya 2010
- **Assignments:**
 - 6th Personal Observation Report
 - 3rd Focus Paper

Unit 8

Kenya's Foreign Policy

- Kenya in East Africa.
- Kenya in Africa.
- Kenya in global politics.
- Summary and conclusion.

- Reading:
 - Maber Faith, 2016, Kenya's Foreign Policy in Context 1963-2015, South African Journal of International Affairs.
- **Assignment:**
 - 7th Personal Observation Report

Units 9

Final Week After the Internship/Research Phase

- Final exam.
- Term paper due.

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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