Country Analysis

COURSE DESIGNATOR MSID 4002
LANGUAGE OF INSTRUCTION French
NUMBER OF CREDITS 4 credits
CONTACT HOURS 4 hours/week

COURSE DESCRIPTION
This course is structured around seminars and instructor-assigned readings. Each week, students will be invited to discuss diverse aspects of Senegalese society, history, current events, and cultural values. As much as possible, Senegalese students will be invited to participate in our discussions. To maximize participation, MSID students will give ten-minute presentations on various topics related to socioeconomics and culture in Senegal. A series of documentary films will be shown, followed by discussion. The dates and times of screenings will be provided to students in advance. A visit to an artisanal workshop or factory will be organized.

NOTE: This syllabus may be modified to respond to the current state of affairs in the country or as a result of opportunities that present themselves throughout the semester. New themes may also be introduced to replace those listed below.

INSTRUCTOR
Amadou Hamady DIOP, PhD

Dr Diop holds a Ph.D. in Linguistics from the University of Pennsylvania (1989), a Master's degree in English as a Second or Foreign Language from University College of North Wales, and a Maîtrise d’anglais from the University of Dakar. Dr. Diop taught at the Lycée de Djignabo de Zinguinchor (1979-81) before assuming a faculty post at the École Normale Supérieure (1982-85). As Executive Secretary of the Pan-African Institute of Education for Development, Dr. Diop directed a specialized institution of the African Union, based in Kinshasa. Currently, Dr. Diop is a Researcher at the Dakar Center for Applied Linguistics (CLAD).

COURSE OBJECTIVES
This course will familiarize MSID students with the geography, culture, history, and contemporary context of their host country, one that will allow them to:

• Be informed guests of their host families;
• Place their host country in a regional and world context;
• Appreciate Senegal’s physical and human resources, how they are put to use for the development of the country, and what obstacles remain;
• Cultivate a critical capacity for analyzing Senegalese culture and society;
• Have a global perspective on their own country and be better world citizens;
• Better grasp the major issues confronting Third-World peoples through the Senegalese example.

LEARNING OUTCOMES
At the conclusion of the course, students will have acquired:

• A mastery of key historical information and social issues concerning Senegal;
• A solid understanding of social values that will allow the student to better communicate and interact with the Senegalese;
• An enlarged sensitivity to cultural differences and similarities between the fundamental values of the Senegalese and Americans.
METHODOLOGY
This course is organized as a seminar. It is designed to be interactive and will promote interactions among students, with the instructor, and with invited guests.
Each class will begin with a presentation either by the instructor or by students. A period of Q&A will follow to respond to the specific needs and interests of the students.

REQUIRED READING/MATERIALS


ASSIGNMENTS

Focus Paper N° 1
In Senegal, cultural values translated into the following wolof words: jom, kersa, sutura, yar, teggin, tekki, gore, fit, liggey you nday, yeurmande etc. seem to be the bedrocks of social relationship. Better still they determine people’s world view and code of conduct.

1-Which of these values are, in your opinion, universal and which are specific ? Justify your answers please.
2-How do the universal ones compare with the American ones?
(Number of pages =minimum 5 , maximum 8 (typed ; police: Times Roman, size 12, space 1.5 )

Focus Paper N°2
What do Senegalese people eat? What do they wear? Where do all these items come from? Are they locally grown? Locally produced?

Also a quick tour of Marché Sandaga, Hlm, Tilene, Castor etc… can give you a sense of the array of products and produce offered for sale.
Based on the above and discussions with your Senegalese families and friends, describe and analyze the Senegalese people’s consumption patterns and trends.

To what extent are such patterns and trends characteristic of a Third World country?
- No less than 5 pages Typed,

Students are required to complete all assignments and turn them in on time. Lateness or failure to turn in an assignment will result in lowered grade or an “F,” in the case of assignments not turned in.

**GRADING**

**CRITERIA FOR GRADING AND GRADING STANDARDS**

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Achievement that is outstanding relative to the level necessary to meet course requirements.

Achievement that is significantly above the level necessary to meet course requirements.

Achievement that meets the course requirements in every respect.

Achievement that is worthy of credit even though it fails to meet fully the course requirements.

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**

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**CLASS SCHEDULE**

**WEEK 1**

- Analysis of needs.
- Kingdoms (Djolof, Walo, and Saloum): administrative, socio-political, and economic organization.
- Beliefs; proverbs; cultural values (kingship, primogeniture)
- Overview of Senegal (statistics).
- Questions and answers
- Slave trade, colonial conquest and resistance
**WEEK 2**

- The colonial order; the four communes; colonial economic production; cultural resistance (*écoles étrangères/convrères*)
- Q&A
- The march toward independence
- Documentary (TBA)
- Discussion
- Q&A

**WEEK 3**

- The Federation of Mali and the 1963 crisis
- The Senghor government: culture; *Négritude*; festival des arts Nègres.
- Q&A
- The presidency of Abdou Diouf structural adjustment; privatization; Senegal and its neighbors; the Casamançaise crisis.
- Q&A

**WEEK 4**

- Rural Exodus; clandestine immigration clandestine; Modou Modou; Baol Baol

**WEEK 5**

- Decentralization policies
- The presidency of Abdoulaye Wade: panafricanism; Nepad; infrastructure (schools and roads); Goana; the green mural, etc.; African Renaissance and religious controversies; Macky SALL (Yoonu Yokkute)

**WEEK 6**

- Hip Hop; Sét Sétal; crisis in the educational sector; the role of civil society.
- Student presentations: (ten-minute presentation followed by ten minutes of Q&A)
  - (Themes: ndeup; resistance as a national sport; the kingdom of Tékrour; Cheikh Anta Diop; Senegal in 2013; transportation in Dakar; women in Senegal; talibés; traditional games (Simb, lutte, etc.)); modern sports (football, basket-ball, etc.).

**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.