International Development: Critical Perspectives on Theory and Practice

COURSE DESIGNATOR: MSID 4001

NUMBER OF CREDITS: 4 (including track)

LANGUAGE OF INSTRUCTION: French

CONTACT HOURS: 18 hours + track sessions

COURSE DESCRIPTION

This course will examine different development models in Sub-Saharan Africa, from independence to today. We will analyze African forms of socialism and free market economics—and the failures that followed—across multiple contexts. We will also study political theories of structural adjustment, introduced in many countries during the 1980s, as well as globalization and its consequences for development in Sub-Saharan Africa.

COURSE OBJECTIVES

At the end of the semester, students will have:

- A deeper knowledge of African development models
- Better understandings and interpretations of economic realities in Africa
- Become “change agents” in favor of economic development in Senegal, in particular, and the continent as a whole
- Describe post-independence African development models
- Analyze the reasons behind slow economic growth on the African continent
- Study first-hand experiences with development and promising economic models

METHODOLOGY

The International Development course is designed to be an active and self-directed learning experience. It is rooted in constant, constructive, and instructional dialogue between and among course participants and their instructor. The course is structured around the following elements:

1. A presentation delivered by the instructor that introduces the theme of development, followed by a debate with students.
2. Weekly student presentations on particular themes and theories related to African development. These presentations allow the instructor to evaluate the intellectual and analytical capacities of each student.
3. Visits to sites selected for their relevance to the course material.
4. Invited guest speakers who will present on specific course topics.

COURSE INSTRUCTOR

Lamine Kane

Mr. Kane is a freelance consultant and educational sociologist. He received a post-graduate degree in Adult Education and Community Development from Manchester University. He did research on African social anthropology and history at the language department of Université Libre in Brussels, Belgium. From 1993 to 1995, he was the Program Officer of UNICEF’s Education Projects in Dakar, which led him to work with the formal, informal and remedial education sectors in Senegal, focusing on children’s education.

He has experience working with the Education Ministry, UNICEF, UNESCO and the USAID and has visited many African countries. He recently wrote a paper on poverty reduction through education for the international conference in South Africa on “Education and Sustainable Development.” Mr. Kane is a founding member of Senegalese National Adult Education (ANAFA). He is involved with various NGOs in the country and is an active member of civil society organizations.
REQUIRED READINGS/ MATERIALS

EXTERNAL LINKS
- http://gouv.sn (voir aussi le site web du Ministère des Finances ainsi que d’autres relatifs aux organisations de la société civile)

READINGS
- Coquery Vidrovitch, Catherine. Pour une histoire de développement, Développement, sociétés, développement. 1998.
- FMI. Stratégie de réduction de la Pauvreté. 2002.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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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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<th>Attendance</th>
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<tr>
<td>Participation</td>
<td>30%</td>
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<td>Presentation</td>
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<td>Homework</td>
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<td>Overall grade</td>
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COURSE CONTENT

UNIT 1: DEFINING DEVELOPMENT

1.1 Objectives:
Through an analysis of key concepts, arrive at a shared working definition of the term “development.”

1.2 Pedagogical Content:
What is development? Interpreting development. What is an economic growth?
What is economic development? What is human development? What are indicators of human development?
What are indicators of gender-specific development? What are indicators of poverty?

1.3 Outcomes:
At the end of the unit, students will have a firm grasp of the concept of development and be able to conduct field research to determine levels of poverty, development, etc.

UNIT 2: POLITICS AND ECONOMICS IN POST-INDEPENDENCE AFRICA

2A. SOCIALISM(S) IN AFRICA

2a.1 Objectives:
Understand the foundations and key concepts of African socialism, Senghorien socialism, scientific socialism (Marxism), and their zones of influence.

2a.2 Pedagogical Content:
Senghor's socialism; la Négritude; Senegalese socialism under Senghor (le cooperative system, l'ONCAD, rural development); the African Marxist and economic development, specifically, the charismatic leaders (including,
but not limited to: Mariam Ngouaby, Kwameh Nkrumah, Ahmed Sékou Toure, Julius Nyerere).

2a.3 Outcomes:
Students will understand the fundamentals and mechanisms of different types of socialism as well as the economic and socio-cultural models that frame them.

2B. AFRICA AND THE MARKET ECONOMY

2b.2 Objectives:
Analyze rare instances of market economies: the case of the Ivory Coast.

2a.2 Pedagogical Content:
• General introduction to rare instances of free market economies at the moment of independence.
• Presentation of the Ivoirian economy, the most prosperous in West Africa.
• The deterioration of trade agreements and economic crises.
• Structural adjustment: political crises, coups d’État, and civil war.

2a.3 Outcomes:
Students will understand the economic landscape of Africa during the Cold War and the extent to which African economies were condemned to follow a path that led to the current economic crisis.

UNIT 3: NEW UPHEAVALS; THE OIL CRISIS; STRUCTURAL ADJUSTMENT; MILLENNIAL DEVELOPMENT OBJECTIVES (OMDS); GLOBALIZATION

3.1 Objectives:
• Study the history of events that frame the violent upheavals that have plagued African economies.
• Analyze these upheavals and study their consequences for African economies.

3.2 Pedagogical Content:
• Causes and consequences of the first oil crisis, 1973;
• History of structural adjustment;
• The politics of implementing structural adjustment;
• Long-term objectives of structural adjustment;
• Structural adjustment: success or failure?
• Globalization.

3.3 Outcomes:
Students will understand the reasons behind Africa’s anemic development during the first thirty years of the post-independence period.

UNIT 4: SOCIAL DEVELOPMENT (POVERTY: THE CASE OF SENEGAL); THOSE EXCLUDED FROM DEVELOPMENT: SUBALTERNS AND CHILDREN
4.1 Objectives:
• Study and analyze the phenomenon of poverty in Senegal.
• Conduct field research.

4.2 Pedagogical Content:
• The state of the Senegalese economy;
• Definition of poverty;
• Measures of poverty;
• Practical experience;
• Guest speaker.

4.3 Outcomes:
A comprehensive understanding of the phenomenon of poverty.

UNIT 5: HUMAN RIGHTS AND DEVELOPMENT IN SENEGAL

Visit site (to be determined)

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 onsite syllabus for specific class requirements.

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. This information can be found on the Learning Abroad Center website.