International Development: Sustainability and the Environment

COURSE DESIGNATOR: MSID 4001
NUMBER OF CREDITS: 4
LANGUAGE OF INSTRUCTION: French
CONTACT HOURS: 18 hours

COURSE DESCRIPTION

This course examines environmental management in Senegal through a series of essential questions. It enters into debates on the evolution of physical, human, cultural, and economic environments. This approach will enable students to better understand economic development in an underdeveloped country, and the consequences such processes entail.

Course content is structured around dynamic, current examples. This offers students the opportunity to study the real concerns of the population and adapt their research in response to pressing needs. We will engage with topics such as waste management in urban settings, mangrove swamps, the balance between practical needs and preservation, coastal preservation in Senegal (maritime erosion, the loss of biodiversity, difficulties access fishing waters), flooding in Dakar neighborhoods, recycling, and the repurposing of waste objects.

The course includes a combination of classroom meetings and pedagogical visits to local sites.

COURSE OBJECTIVES

Acquire lasting knowledge on the environmental situation in Senegal in relationship to current development efforts. Participants will:

- Study the state of the environment in Senegal, taking into consideration its relationship to development;
- Interact with staff and the local population on questions relating to environmental relief in Senegal;
- Differentiate between the lived experiences of the Senegalese and in other parts of the world (including the US);
- Better understand the key environmental realities of Senegal;
- Grasp the role of the environment in development questions;
- Have a clear understanding of the daily realities experienced by the Senegalese in the face of changes to the environment;
- Be able to extend environmental questions from the Senegalese context to other parts of the world;
- Propose development actions that take into considerations environmental impact.

METHODOLOGY

The course methodology is based in large part on instructor-student interactions. Following a logic of mutual enrichment, participants and the instructor will analyze questions from multiple angles to evaluate them through the optic of sustainable development. Another, no less important, aspect of the course is the interactions that students will have with actors on the ground (those who experience the effects we’ve studied on a daily basis). Their point of view on these questions will be of critical importance to our analyses. Our pedagogical outings will allow us to collect multiple points of view.

COURSE INSTRUCTOR

Oumar Ngala Diène

In 2010 Oumar Diene completed his thesis in urban and environmental studies in the Department of Geography at the University Cheikh Anta Diop (UCAD) in Dakar. His thesis studied changes in the use of urban space with modernization. He is also the Secretary General of the Senegal Ecovillage Network, GEN Senegal. He has grown up with the Yoff village...
association, APECSY, engaging in community development work since an early age, and has been leading the service learning fieldwork portion of the Living Routes courses since they began in Senegal in 2004.

**REQUIRED READINGS/ MATERIALS**

- [http://www.ipcc.ch](http://www.ipcc.ch)
- [http://www.biodiv.org](http://www.biodiv.org) (Convention on Biological Diversity (CBD))
- [http://www.unep.ch](http://www.unep.ch) (Convention on Long-Range Transboundary Air Pollution)
- [www.gefweb.org](http://www.gefweb.org) (Global Environment Facility (GEF))
- [http://ozone.unep.org](http://ozone.unep.org) (The Ozone Secretariat, UNEP)
- [http://www.unccd.int](http://www.unccd.int) (United Nations Convention to Combat Desertification)
- [http://unfccc.int](http://unfccc.int) (United Nations Framework Convention on Climate Change (UNFCCC))
- [www.wmo.ch](http://www.wmo.ch) (World Meteorological Organization-WMO)
- [http://medias.obs-mip.fr/giec/](http://medias.obs-mip.fr/giec/)
- [http://www.greenfacts.org/fr/dossiers/biodiversite.htm](http://www.greenfacts.org/fr/dossiers/biodiversite.htm)
GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</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>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<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>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
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<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>0-59</td>
<td>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.</td>
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SUMMARY OF HOW GRADES ARE WEIGHTED

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essays &amp; reports</td>
<td>30%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Final paper or exam</td>
<td>60%</td>
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<tr>
<td>Overall grade</td>
<td>100%</td>
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ASSESSMENT DETAILS

Evaluations will take into consideration multiple factors, including class participation, the quality and relevance of a student’s arguments, attendance, the capacity to adapt to the course context, etc.

During the exam, students will be asked to answer a question in the form of an essay.

COURSE CONTENT

WEEK 1: CLIMATE CHANGE

- We will examine climate change through a series of definitions, and will study the characteristics, causes, consequences for populations, and alternative solutions that offer possible remedies.
### WEEK 2: SENEGAL’S COASTLANDS: MARITIME EROSION, LOSS OF BIODIVERSITY, DEPLETION OF FISHING WATERS

- We will examine the Senegalese coastline (700km) through its evolution, material composition, the services it renders, the activities that take place on the coast and their impact, as well as salutary protection efforts.

### WEEK 3: WASTE AND URBAN SPACES

We will examine a variety of contemporary dynamics that affect the urban environment and its population density.

### WEEK 4: VISIT TO THE DAKAR BANLIEUE TO EXAMINE THE EFFECTS OF FLOODING

- This outing will allow students to see firsthand the effects of flooding on a working-class neighborhood in Dakar—a situation different from those experienced in the West. This visit will give students the opportunity to meet and converse with residents who lived through the floods and see how they are coping in the aftermath.

### WEEK 5: THE AGRARIAN SYSTEM IN SENEGAL: BETWEEN PESTICIDES AND NEW TECHNOLOGIES

- We will examine the state of agriculture in Senegal and study the use of pesticides, the conditions of the peasantry, and innovative techniques that certain actors are attempting to introduce to foster sustainability. We will pay special attention to the relationship between the evolution of the agrarian economy and the environment (for better and worse).

### WEEK 6: BETWEEN PRACTICAL NEEDS AND PRESERVATION: THE ECOSYSTEM OF THE MANGROVE

- We will examine a complex ecosystem with multiple human uses that is currently under assault. This unit will highlight the characteristics of the mangrove, its location, its utility, its functioning, and protection efforts currently underway.

### 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.