



International Development: Human Rights, Policy, & Practice

COURSE DETAILS

Course Designator and Number: MSID 4001

Number of Credits: 4

Language of Instruction: French

Contact Hours: 60

Instructor: Aicha Awa B.A., M.A.

Selly B.A., Ph. D.

COURSE DESCRIPTION

The Political Economy of International Development (PIED) critically explores the role of the international development agenda, with a specific focus on its impact on the African continent. Students will acquire knowledge on the foundation of this agenda while capturing the complexity and paradoxes of its implementation. Students will also build on this understanding to analyze the power relationships at stake between the various actors (donors, governments, international institutions, development beneficiaries, private sector, etc.). Grounded in a theoretical approach, this course will nevertheless explore practical case studies and experiences to favor in-depth analysis.

This course will dedicate particular attention to the social experiences of the populations in developing countries from a political and historical perspective. Furthermore, students will be better inclined to critically appreciate the contribution of institutional mechanisms in the bi-lateral, multilateral, and non-government sectors in the development of Sub-Saharan African nations. Students will examine multidisciplinary ways of thinking that can be used to synthesize and analyze local, national, and global issues, and the connections among these experiences.

Students will then examine constructs of human rights and services in developing countries in general and Senegal in particular. As background to the course, we will attempt to create a common understanding of key concepts such as human rights, social justice, human services, social services,

social welfare, community development, and social work. Students will then look at how these ideals are implemented in Senegal and the limitations and challenges of the implementation.

Course Objectives

The primary objective of the first half of the course is to present students with an overview of the international development agenda and implementation in Africa. Understanding how the development theories studied are applied in Africa and how they are impacting individuals, institutions, events, and ideas about development in Senegal. The second half of the course will focus on human rights policy and practice in general and in the Senegalese context.

By the end of this course, students will be able to:

- Describe the theories of international development as they apply in Sub-Saharan Africa
- Critically explain the African development models and the paradoxes of the international development agenda
- Understand the paradigms and concepts of new African development alternatives
- Define the concepts, the tools commonly used to analyze human rights and services
- Understand the historical and cultural context of human rights in Senegal
- Analyze the political, economic, and cultural dimensions of human rights policies and practice in Senegal
- Research and present innovative experiences and models of human rights initiatives in Senegal

Methodology

The course on international development and the corresponding theme is rooted in constant, constructive, and instructional dialogue between and among course participants and their instructor. This first half of the course begins with 25 hours of general discussion about international development, and the second half applies these principles to questions of human rights. 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 interaction that students will have with actors on the ground (those who experience the effects we've studied daily). Their point of view on these issues will be of critical importance to our analyses. Our pedagogical outings will allow us to collect multiple points of view.

The course is structured around the following elements:

1. A presentation delivered by the instructors that introduces the theme of development and micro entrepreneurship, followed by a debate with students.
2. Written reflections by the students in the form of a focus paper.
3. Student presentations on particular themes and theories related to African development. These presentations allow the students to develop their research, reasoning, and critical thinking skills.
4. Visits to sites selected for their relevance to the course material.
5. Invited guest speakers who will present on specific course topics.

Course Prerequisites

Four semesters college-level French, or the equivalent (FREN 1004 at the University of Minnesota).

Required Readings/Materials

International development

1. Rodney, Walter Rodney (1972). *How Europe under-developed Africa?*
2. Fanon, F. (1968). *Les Damnés de la Terre*.
3. Césaire, A. (1950). *Discours sur le Colonialisme*. [S.I.]: AAKAR BOOKS.
4. Diop, Cheikh Anta (1960). *L'Afrique Noire Pré-coloniale*. Présence Africaine.
5. Mamdani, M. (1996). "Decentralised Despotism" in *Citizen and Subject-Contemporary Africa and the Legacy of Late Colonialism* (Princeton: Princeton University Press) Chp. 2.
6. Sen, A. (2001). *Development as freedom*. Oxford: Oxford Univ. Press.
7. Cammack, P., 2004. "What the World Bank means by poverty reduction and why it matters." *New Political Economy*, 9 (2) 189-211.
8. Johnson, M. (2015). Donor Requirements and Pockets of Effectiveness in Senegal's Bureaucracy. *Development Policy Review*, 33(6), pp.783-804.
9. Chant, S. and Sweetman, C. (2012). Fixing women or fixing the world? "Smart economics," efficiency approaches, and gender equality in development. *Gender & Development*, 20(3), pp.517-529.
10. Mohanty, C. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, (30), p.61.
11. Spivak, G. (1988). *Can the subaltern speak?*. 1st ed. Basingstoke: Macmillan.
12. Wilson, K. (2011). "Race," Gender and Neoliberalism: changing visual representations in development. *Third World Quarterly*, 32(2), pp.315-331.
13. Vuarin, R. (1990). *L'enjeu de la misère pour l'Islam sénégalais*. 1st ed. PERSEE.
14. Moumouni, A. (1968). *L'Éducation en Afrique*. 1st ed. New York: F.A. Praeger.
15. Diouf, M. (2003). Engaging Postcolonial Cultures: African Youth and Public Space. *African Studies Review*, 46(2), p.1.
16. Sarr, F. (2019). *AFROTOPIA*. [S.I.]: UNIV OF MINNESOTA PRESS.
17. Mbembe, A. and Hofmeyr, I. (2015). *On the postcolony*. Johannesburg: Wits University Press.
18. Mudimbe, V. (1984). *L'invention de l'Afrique*.
19. Grovogui, S. (2001). Come to Africa: A Hermeneutics of Race in International Theory. *Alternatives: Global, Local, Political*, 26(4), pp.425-448.
20. Renders, M. (2002). An Ambiguous Adventure: Muslim Organisations and The Discourse of "Development" in Senegal. *Journal of Religion in Africa*, 32(1), pp.61-82.
21. Wright, M. (2006). *Disposable Women and Other Myths of Global Capitalism*. 1st ed. Hoboken: Taylor and Francis.
22. Bräutigam, D. and Knack, S. (2004). Foreign Aid, Institutions, and Governance in Sub-Saharan Africa. *Economic Development and Cultural Change*, 52(2), pp.255-285.
23. Cruise O'Brien, D., Diop, M. and Diouf, M. (2002). *La construction de l'Etat au Sénégal*. Paris: Karthala.
24. Mosse, D. (2004). "[Is good policy unimplementable? Reflections on the ethnography of aid policy and practice.](#)" *Development and Change*, 35 (4): 639-671.

25. Middle East Masculinity Studies: Discourses of "Men in Crisis." Industries of Gender in Revolution. (2020).
26. Lehmann, D. (1997). An opportunity lost: Escobar's deconstruction of development. *Journal of Development Studies*, 33(4).
27. Nkrumah, K. (1963). Africa must unite.
28. Carmichael, S., & Hamilton, C. (1967). Black Power: The Politics of Liberation.

Human Rights, Policy, & Practice

1. <https://books.openedition.org/iheid/2195?lang=fr>
2. Selly BA et Penda Mbow, *Femme et Pouvoir en Afrique*, in Enjeux 2019-2024 : Sénégal, réflexions sur les défis d'une émergence, 2019, Harmattan.
3. Abdoul Alpha Dia, 2018, *Reproduction des inégalités au Sénégal*, Harmattan.
4. Jean-Didier Boukougou, 2006, "Le système africain de protection des droits de l'enfant: Exigences universelles et prétentions africaines," CRDF.
5. Ousmane Thiendella Fall, 2012, L'école participe-t-elle à l'intégration des personnes en situation de handicap moteur au Sénégal?, 2012, <https://www.researchgate.net/publication/295704652>
6. Penda Mbow, 2000, Démocratie, droits humains et castes au Sénégal, *Journal des Africanistes*, pp 71-91.
7. Castes au Sénégal : historique et dimension genre.
8. Gora Mbodj, Caste et Mariage, "Le système ne repose sur aucun fait réel," 2009. UGB
9. Nathalie McSween, 2010, Repenser l'analyse des mouvements sociaux africains, http://w3.uqo.ca/crdc/00_fichiers/publications/cahiers/ARUC/ARUC_R32.pdf
10. Ndèye Sokhna Guèye, 2013, **Mouvements sociaux des femmes au Sénégal, CODESRIA.**
11. Diouf, M. (1997). «Mouvements sociaux et démocratie, perspectives africaines». Dans GEMDEV (Dir.),
12. Les avatars de l'État en Afrique, Paris: Karthala, pp.195-199.
13. Bayart, J.-F., Mbembe, A., & Toulabor, C. (1992). *Le politique par le bas en Afrique noire. Contributions à une problématique de la démocratie*, Paris: Karthala.

Recommended Readings

1. Rodney, Walter Rodney (1972). *How Europe under-developed Africa?*
2. Fanon, F. (1968). *Les Damnés de la Terre*.
3. Sen, A. (2013). *Poverty and famines*. Oxford: Oxford Univ. Press.
4. Gemdev, (2009), *Savoirs et politiques de développement*, Karthala.
5. North D. (2005), *Le processus du développement économique*, Paris : éditions d & Organisation.
6. *Sow Fatou (sous la direction de), Codou Bop et Fatou Sarr. Violences, droits et politique : cas des femmes de Sierra Leone, Guinée et Côte d'Ivoire, OUA/Interights, Dakar, 2002.*
7. Sen, A. (1999). *Development as freedom*. 1st ed. Johannesburg: MTM, pp.189-203 Chapter 8 Women & Agency and Social Change.
8. Vuarin, R. (1990). *L'enjeu de la misère pour l'Islam sénégalais*. 1st ed. PERSEE.
9. Mage, E. (1872). *Voyage dans le Soudan occidental*. Paris: Hachette, p.302.
10. Moumouni, A. (1968). *L'Éducation en Afrique*. 1st ed. New York: F.A. Praeger.
11. Johnson, M. (2015). Donor Requirements and Pockets of Effectiveness in Senegal's Bureaucracy. *Development Policy Review*, 33(6), pp.783-804.

12. Cruise O'Brien, D. (1970). "Le Talibé Mouride: La Soumission dans une Confrérie Religieuse Sénégalaise." *Cahiers d'Études Africaines* Vol. 10, Cahier 40, pp. 562-578.
13. Cruise O'Brien, D. (1992). Le Contrat Social Sénégalais à l'Épreuve. *Politique Africaine*, 45.
14. Philip McMichael. (2017). *Development and Social Change: A global Perspective*. (Sixth edition). SAGE.
15. Julius, Nyerere. (2012). Les fondements du socialisme africain. (*Présence Africaine* N° 185-186), pages 273 à 281.
16. Maurizio, Lazzarato. (2011). *La Fabrique de l'Homme Endetté, Essai sur la condition néolibérale*. (Editions Amsterdam, Paris).
17. Philippe, Aghion. (2011). *Repenser l'État, Pour une social démocratie de l'innovation*. (Editions du Seuil et la République des Idées, Paris).
18. Nouveau Partenariat pour le Développement de l'Afrique (NEPAD). (2001).
19. Boateng, Osei. (2005) "How Africa Developed Europe and America," *New Africa*.
20. Daffé, Gaye. (2005). *Réflexions sur la croissance au Sénégal*.
21. Dumont, René. *Pour l'Afrique, J'accuse*. 1986.

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	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
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
Focus papers for international development (2)	30%
Project literature review and presentation for human rights, policy, & practice	20%
Project final paper for human rights, policy and practice	30%
Project final presentation for human rights, policy, and practice	10%
In-class participation (5% assigned by each instructor)	10%
Overall grade	100%

Assessment Details

All the assignments for this course should be in French. The instructor can accept assignments in English if it is important in the production of learning outcomes.

Focus Paper:

A focus paper is an in-depth look at a particular topic discussed in class with observations from your lived experiences in Senegal. This paper should be approximately 4 pages (typed; font size 12, space 1.5).

Focus Paper N°1: Education and development: how religion, colonization, and globalization influence education policies in Senegal

Due: Unit 4

Focus Paper N°2: Development policies in Senegal: Analysis of the impacts in rural areas as compared to Dakar

Due: Unit 6

Student Project

This project is designed to allow students the opportunity to show how the international development strategies learned in the first half of the course apply to a specific topic within their chosen theme.

Each student will choose a topic of interest related to their international development theme. The instructor for the theme will offer assistance to narrow the project and validate the subject choice.

Project Literature Review & Presentation

With guidance from the instructor, the student will identify relevant documents for the literature review related to the topic. The review should include a minimum of 10 sources.

The student will review the literature during the course phase and give a 10-minute oral presentation (in French) during the last session of the theme course (classroom phase). A PowerPoint should be prepared to outline and summarize the literature review findings. Students will be assessed on their research efforts, disciplinary lens, quality of the presentation, and use of time.

Final Paper

During the internship or research phase, the student will make observations relevant to their subject and discuss with experts in their field of study.

One week before the end of the internship or research phase, the student will send their instructor a five-page paper (1.5 space).

The paper should include, among other things, a review of the literature, the purpose and methodology of the project, a comparative analysis of theory and field experience, conclusions and recommendations, and references.

Students will be assessed on their field research efforts, the organization of the paper, quality of the analysis and disciplinary reasoning, writing style, and correct grammar, spelling, and punctuation.

Final Presentation

During the final seminar week at the end of the semester, the student will present a 10-minute overview (in French) in front of their peers, the instructor, and some staff members of MSID Senegal. A PowerPoint should be prepared to highlight all findings presented in the paper above.

Students will be assessed on their disciplinary analysis and reasoning, quality of the presentation, creative use of presentation techniques, and effective use of time.

COURSE CONTENT

Unit 1

Orientation Week: International Development—Pre-colonial Africa, colonialism, & decolonisation: How Europe underdeveloped Africa?

- Readings
 - Rodney, Walter Rodney. (1972). *How Europe under-developed Africa?*
 - Fanon, F. (1968). *Les Damnés de la Terre*.
 - Césaire, A. (1950). *Discours sur le Colonialisme*. [S.l.]: AAKAR BOOKS.
 - Diop, Cheikh Anta. (1960). *L'Afrique Noire Pré-coloniale*. Présence Africaine.
 - Mamdani, M. (1996) "Decentralised Despotism" in *Citizen and Subject -Contemporary Africa and the Legacy of Late Colonialism* (Princeton: Princeton University Press), Chp. 2.
- Experiential Learning
 - Intro to Development (Film screening)

Unit 2

International Development—Development & poverty: The emergence of an apolitical discourse and the establishment of the international development agenda

- Readings
 - Sen, A. (2001). *Development as freedom*. Oxford: Oxford Univ. Press.
 - Cammack, P., 2004. "What the World Bank means by poverty reduction and why it matters." *New Political Economy*, 9 (2) 189-211.
 - Johnson, M. (2015). Donor Requirements and Pockets of Effectiveness in Senegal & Bureaucracy. *Development Policy Review*, 33(6), pp.783-804.

Unit 3

International Development—Politics of vulnerability: Child protection & gender

- Readings
 - Chant, S. and Sweetman, C. (2012). Fixing women or fixing the world? "Smart economics," efficiency approaches, and gender equality in development. *Gender & Development*, 20(3), pp.517-529.
 - Mohanty, C. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, (30), p.61.
 - Spivak, G. (1988). *Can the subaltern speak?* 1st ed. Basingstoke: Macmillan.

- Wilson, K. (2011). "Race," Gender and Neoliberalism: changing visual representations in development. *Third World Quarterly*, 32(2), pp.315-331.
- Vuarin, R. (1990). *L'enjeu de la misère pour l'Islam sénégalais*. 1st ed. PERSEE.
- Moumouni, A. (1968). *L'Éducation en Afrique*. 1st ed. New York: F.A. Praeger.
- Assignment
 - Focus Paper N°1: Education and development: how religion, colonization, and globalization shape education policies in Senegal

Unit 4

Human Rights, Policy, & Practice—Human rights & social inclusion: concepts & historical & cultural background

- Examine the evolution and the concepts of human rights and social inclusion in African
- Examine the cultural environment of the human rights in Senegal
- Reading
 - <https://books.openedition.org/iheid/2195?lang=fr>
- Experiential learning
 - Visit to Amnesty or Raddho

Unit 5

International Development—Narratives and representations of contemporary Africa: Power, knowledge, & resistance in postcolonies

- Readings
 - Diouf, M. (2003). Engaging Postcolonial Cultures: African Youth and Public Space. *African Studies Review*, 46(2), p.1.
 - Sarr, F. (2019). AFROTOPIA. [S.I.]: UNIV OF MINNESOTA PRESS.
 - Mbembe, A. and Hofmeyr, I. (2015). *On the postcolony*. Johannesburg: Wits University Press.
 - Mudimbe, V. (1984). *L'invention de l'Afrique*.
 - Grovogui, S. (2001). Come to Africa: A Hermeneutics of Race in International Theory. *Alternatives: Global, Local, Political*, 26(4), pp.425-448.

Unit 6

Human Rights, Policy, & Practice—Gender-based discrimination: an analysis of internal and external factors

- Examine the role and place of women, social constructs of identities attributed to men and women, and the social relations in African societies
- Analyze the cultural practices, the traditions, the social organization, and the interpretation of religion based on a patriarchal system
- Examine the weak leadership of women in the public sphere in Senegal and Africa
- Analyze the stakes and prospects of gender equality

- Readings
 - *Selly BA et Penda Mbow, Femme et Pouvoir en Afrique*, in *Enjeux 2019-2024 : Sénégal, réflexions sur les défis d'une émergence*, 2019, Harmattan.
 - Abdoul Alpha Dia, 2018, *Reproduction des inégalités au Sénégal*, Harmattan.
- Experiential learning
 - Observatoire National de la Parité/Réseau Siggil Jiguen

Unit 7

Excursion to Toubacouta

- During the Toubacouta excursion, students will participate in all activities, discussions, and presentations. In particular, students in the human rights, policy, and practice theme should pay particular attention to, and critically analyze, the following activities:
 - Visit to a village to discuss development policies and their impacts in rural communities
 - Community panel discussion on development policies: who is left behind and how to increase inclusion
 - Visit to a women's group to talk about gender and development in the rural area
 - Visit to a community organization to discuss community development and human rights advocacy

Unit 8

International Development—Modernisation & the dependency theory

- Readings
 - Sarr, F. (2019). *AFROTOPIA*. [S.I.]: UNIV OF MINNESOTA PRESS.
 - Renders, M. (2002). *An Ambiguous Adventure: Muslim Organisations and The Discourse of "Development" in Senegal*. *Journal of Religion in Africa*, 32(1), pp.61-82.
 - Wright, M. (2006). *Disposable Women and Other Myths of Global Capitalism*. 1st ed. Hoboken: Taylor and Francis.
- Assignment
 - Focus Paper N°2: Development policies in Senegal: Analysis of the impacts in rural areas as compared to Dakar.

Unit 9

Human Rights, Policy, & Practice—Education, child rights, & cultural values

- Examine child rights in Africa and the articulation between local customs and modern written rights
- Examine the impacts of African countries democratic issues on child right
- Reading
 - Jean-Didier Boukougou, 2006, "Le système africain de protection des droits de l'enfant: Exigences universelles et prétentions africaines," CRDF.

- Assignment
 - Project topic choice and validation: Choose a topic for your project and explain your interest in the topic, the objectives of the research, and how you intend to collect and to analyze data (1 page).

Unit 10

International Development—Aid conditionality & philanthrocapitalism

- Readings
 - Bräutigam, D. and Knack, S. (2004). Foreign Aid, Institutions, and Governance in Sub-Saharan Africa. *Economic Development and Cultural Change*, 52(2), pp.255- 285.
 - Cruise O'Brien, D., Diop, M. and Diouf, M. (2002). *La construction de l'Etat au Sénégal*. Paris: Karthala.
 - Mosse, D. (2004) "[Is good policy unimplementable? Reflections on the ethnography of aid policy and practice.](#)" *Development and Change*, 35 (4): 639-671.

Unit 11

Human Rights, Policy, & Practice—Disability in Senegal: a socio-anthropological vs. political perspective

- Examine the perception of disability in the Senegalese societies
- Analyze the stereotypes and social inclusion challenges people with disabilities face
- Examine the prospects related to the international context that are in favor of public action
- Reading
 - Ousmane Thiendella Fall, 2012, *L'école participe-t-elle à l'intégration des personnes en situation de handicap moteur au Sénégal?*, 2012, <https://www.researchgate.net/publication/295704652>

Unit 12

International Development—Humanitarian aid & the development/security paradigm

- Readings
 - Middle East Masculinity Studies: Discourses of "Men in Crisis," Industries of Gender in Revolution (2020).
 - Lehmann, D. (1997). An opportunity lost: Escobar's deconstruction of development. *Journal of Development Studies*, 33(4).

Unit 13

Human Rights, Policy, & Practice—Identity & intersectionality in Senegal

- Examine the historical origins and the acceptance of the castes system in West Africa
- Analyze the caste system and democratic principles in Senegal
- Examine race, class, and power in the Senegalese context
- Readings
 - Penda Mbow, 2000, Démocratie, droits humains et castes au Sénégal, Journal des Africanistes, pp 71-91.
 - Castes au Sénégal : historique et dimension genre.
 - Gora Mbodj, Caste et Mariage, "Le système ne repose sur aucun fait réel," 2009. UGB.

Unit 14

International Development—Toward an endogenous development of Africa?

- Readings
 - Nkrumah, K. (1963). Africa must unite.
 - Sarr, F. (2019). AFROTOPIA. [S.I.]: UNIV OF MINNESOTA PRESS.
 - Carmichael, S., and Hamilton, C. (1967). Black Power: The Politics of Liberation.

Unit 15

Human Rights, Policy, & Practice—Human rights activism & advocacy in Senegal

- Examine the concept of civil society and the role CSOs play in the democratization process in Africa
- Examine the youth and women's social and political movements in Senegal
- Readings
 - Nathalie McSween, 2010, Repenser l'analyse des mouvements sociaux africains, http://w3.uqo.ca/crdc/00_fichiers/publications/cahiers/ARUC/ARUC_R32.pdf
 - Ndèye Sokhna Guèye, 2013, **Mouvements sociaux des femmes au Sénégal, CODESRIA.**
 - Diouf, M. (1997). «Mouvements sociaux et démocratie, perspectives africaines». Dans GEMDEV (Dir.), Les avatars de l'État en Afrique, Paris: Karthala, pp.195-199.
 - Bayart, J.-F., Mbembe, A., & Toulabor, C. (1992). Le politique par le bas en Afrique noire. Contributions à une problématique de la démocratie, Paris: Karthala.
- Experiential learning
 - Meeting with Yen A Marre
- Assignment
 - Literature review presentation

Unit 16

Final Seminar

- During this final week of the semester, students will have returned from their internship or research placements and will participate in the following activities:
 - Final course wrap-up session for both international development and human rights, policy, and practice
 - Discussion about how the on-site experience in the internship or research placement challenged and supported what was covered in this class during the semester
- Assignment
 - Final presentation

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.