



Historical & Political Context of Senegal

COURSE DETAILS

Course Designator and Number: SNGL 4101

Number of Credits: 4

Language of Instruction: French

Contact Hours: 60

Instructor: Mr. Waly FAYE, MA

Prof Ousmane Sène, PhD

COURSE DESCRIPTION

This course provides a broad historical overview of Senegal and in-depth analysis of the cultural underpinnings that have shaped the country. Using this rich history and diverse culture, students will explore and analyze the structure of the political, socio-economic, and social policies that characterize Senegal today.

The course will look at Senegalese history and culture from the original Kingdoms and cover more modern periods from the slave trade to colonization through decolonization. Students will examine the human past, study the beliefs, practices, and relationships that shaped the human experience over time in Senegal. Students will analyze the place of Senegal in the broader West African sub region; discuss the physical and human resources available for Senegal's development and the major challenges and constraints it faces; and take a critical look at the country's economic policy and political system.

Students will discuss Senegalese cultures, cultural values, arts, and lifestyles using literature, visuals, and the performing arts. They will consider how literature forges the conscience of a nation and how the encouragement of thriving artistic expression can help the development efforts and the carving of a national identity.

Course Objectives

This course aims to introduce important historical and current aspects of Senegal, including the history, arts, culture, politics, and economy. Through this course, students will:

- Learn about the history, significant historical contexts, beliefs, practices and cultural values of Senegal
- Analyze the place of Senegal in the broader West African sub region and the change over time
- Discuss the physical and human resources available for Senegal's development and the major challenges and constraints it faces
- Critically examine the country's economic policy and political system
- Analyze how history is influencing the current power dynamics
- Explain how literature and art promoted the development efforts and the national identity

Methodology

This course will include lectures that present an overview of each topic. Discussions will be centered around the readings, current news, and field experiences.

The first part of each class will consist of presentations (from the instructor or the students). The second will be the discussion of articles on the topic; including some primary sources. The third part of the course will be dedicated to presentations of Senegalese newspaper reviews (articles dealing with national news).

Course Prerequisites

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

Required Readings/Materials

Readings are organized by themes for each unit. The instructor will assign one reading for each theme from this list. Readings should be completed before class.

- Unit 1: Slave trade
 - Akam Akamayong. (2019). 8 Janvier 1454: l'Eglise catholique et le Pape Nicholas V bénissent l'esclavage et la traite négrière. From <http://rebellyon.info>.
 - Antoine, M. de Monclos. (2002). Les esclaves invisibles de l'islam: A quand l'heure de vérité? (Tome 6). pp 751-759. From www.cairn.info.
 - Thioub, Ibrahima. (2018). En Afrique, l'héritage esclavagiste est loin d'être soldé. (Tribune). Le Monde. From https://www.lemonde.fr/afrique/article/2018/02/27/en-afrique-l-heritage-esclavagiste-est-loin-d-etre-solde_5263215_3212.html.
 - Bocoum, Hamady, Toulhier, Bernard. (2013). La fabrication du patrimoine: l'exemple de Gorée (Sénégal). pp 3-11. From <http://journals.openedition.org/insitu/10303>.

- Unit 2: Colonization
 - Ibra, Séne. (2004). Colonisation Française et Main-d'oeuvre Carcérale au Sénégal: De l'Emploi des Détenus des Camps Pénaux sur les Chantiers des Travaux Routiers (1927-1940). Michigan State University Press.
 - Diouf, Mamadou. (2000). Assimilation coloniale et identités religieuses de la civilité des originaires des Quatre Communes (Sénégal). *Revue Canadienne des Etudes Africaines*, vol. 34, N° 3.
- Unit 2 (cont.): Decolonization and neocolonization
 - Raphael, Grandvaud. (2009). De l'armée colonial à l'armée néocoloniale (1830-1990) Survie.
 - Ambassade de France au Sénégal. (2017). Objet : Les relations économiques et financières entre le Sénégal et la France.
 - Silence. (2008). Le néocolonialisme, Nouvelles forme de colonisation.
 - Madiambal Diagne. (2009). Attention aux clichés sur les intérêts français au Sénégal ! (Extrait). From <https://www.lequotidien.sn/attention-aux-cliches-sur-les-interets-francais-au-senegal>
- Unit 3: Kingdoms, social structure, and cultural values
 - Mamadou, Badji. (2007). Du pouvoir dans les anciens royaumes wolof du Sénégal, des origines au XVIIIe siècle.
 - (n.a.) La charte du Kurukan Fuga. (n.a.).
 - Sall, Mamadou W. (n.a.) Les recommandations de Ceerno Suleyman Baal, fondateur de l'Almaamiyat. (1770-1880). From www.arabisants.org.
- Unit 5: Religion and belief systems
 - Diop, Birago.(1960) Souffle. In *Leurres et Lueurs*.
 - Senghor, Leopold S. (1948). Nuit de Sine. In *Chant d'Ombre*.
 - Lay, Camara. (1953). *L'enfant Noir*.
- Unit 6: Senegalese political system
 - Afrobarometer. (2014). Sixième série de données de l'enquête Afrobaromètre Sénégal 2014. (database).
 - Guèye, Serigne Saliou. (2019). Affranchir la justice de la tutelle de l'exécutif. In *Senepus* (07/01/2019).
 - Brossier, Marie. (2013) Penser la participation politique par l'impératif religieux: trajectoires d'engagements musulmans au Sénégal. In *Revue international de politique comparée* (Vol 20).
 - Ba, Mehdi. (2016). Partis Politiques au Sénégal: plus on est de fous, plus on rit. In *Jeune Afrique* (17 juin 2016).
- Unit 6 (cont.): Economic evolution and structure of Senegal
 - OCDE (2017), Examen multidimensionnel du Sénégal : Volume 1. Évaluation initiale, Les voies de développement, chap 2, Éditions OCDE, Paris, <https://doi.org/10.1787/9789264273092-fr>.
 - MEFP.(n.a). En route pour Engranger le Dividende Démographique au Sénégal. pp 78-94.
 - OIT.(2020). Diagnostic de l'économie informelle au Sénégal. Genève, Bureau international du Travail, 2020. pp 5-18.
- Unit 7: Senegalese culture through literature
 - Kane, Cheikh Amidou.(1961). *Aventure ambiguë*.
 - Fall, Aminata Sow. (1979). *La grève des Battu*.
 - Ba, Mariama.(1979). *Une si longue letter*.

- Unit 8: Senegalese culture through the arts
 - Taoua, P. (2010). Présentation. Le rendez-vous d'Ousmane Sembène avec la modernité africaine. *Études littéraires africaines*, (30), 6–19. <https://doi.org/10.7202/1027343ar>.
 - Beye, Ben Diogaye. "Ousmane Sembène, Une Conscience Africaine." *Nouvelles Études Francophones*, vol. 23, no. 1, 2008, pp. 292–297. JSTOR, www.jstor.org/stable/25702129. Accessed 17 June 2020.

Recommended Readings

- Barr, Boubacar. (1986). *La Sénégalie du XVe au XIXe siècle*. L'Harmattan.
- Sheldon, Gellar. (1995). *Senegal: an African Nation between Islam and the West*. Boulder, Colorado, Westview Press.
- Cissé, Oumar. (2007). *L'argent des déchets: L'économie informelle à Dakar*, Karthala.
- Lilyan, Kesteloot, Bassirou, Dieng (2000). *Contes et mythes du Sénégal*. IFAN.
- Jean, Bruyas. (2001). *Les sociétés traditionnelles de l'Afrique noire*. L'Harmattan.
- Sy, Seydou M. (2009). *Régime politique sénégalais de l'indépendance à l'alternance politique 1960-2008*. Karthala.
- Gaye, Daffé, Abdoulaye, Diagne (2008). *Le Sénégal face aux défis de la pauvreté : Les oubliés de la croissance*. Karthala.
- Diop, Momar C. (2004). *Gouverner le Sénégal entre ajustement structurel et développement*,. Karthala.
- Abderrahmane, Ngaidé. (2012). *L'esclavage, le colon et le marabout : le royaume peul du Fuladu de 1867 à 1936*. L'Harmattan.
- Michel, Bourgeois. (2011). *SENGHOR et la décolonisation : Radio Dissoo, la révolution paysanne*. L'Harmattan.

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 |
|---|---------------------|
| Field observation reports (FOR) (2) | 30% |
| Personal observation reports (POR) (2) | 30% |
| Group poster presentation with written synopsis | 20% |
| In-class presentation on reading | 10% |
| In-class participation | 10% |
| Overall grade | 100% |

Assessment Details

Personal Observation Reports (POR) & Field Observation Reports (FOR)

The Field Observation Report (FOR) and the Personal Observation Report (POR) are opportunities to reflect on and to write about aspects of development, your work in country, and the changes you observe in yourself as you participate in the MSID studies. Each report should be approximately 2 to 3 pages (typed; font size 12, space 1.5).

Two (2) FOR and POR papers are required for the Historical & Political Context of Senegal course.

Specific topics are not assigned for the observation reports; rather, you choose the theme for each entry. Your faculty can help you select appropriate themes. Both FORs and PORs should be analytical, be intellectually rigorous, and relate to major themes in the MSID Senegal courses. At the same time, they differ from each other in two important respects:

- The event, scene, or idea you are analyzing is at the center of your FOR, and your approach will be mostly cognitive. Whereas, in the POR, you, your values, your ethical dilemmas, your emotional ups and downs, and your personal development will play a larger role.
- The FORs tend to be close stylistically to traditional academic writing, whereas the writing style in the PORs can be somewhat more informal.

- **Format:** The FORs and the PORs use similar formats. Each is organized into entries and installments.
- **Entries:** An entry is one coherent piece of writing. Each entry should focus on a single topic and must include your name, a title, a date, and whether it is a FOR or a POR entry. Although a typical entry is likely to run two to three typed pages in length, no specific length is prescribed. Some writers can condense a lot of material into a short space whereas others take longer to say less.
- **Installments:** An installment is the batch of entries that you hand in by a particular due date. Thus, it is not feasible to keep your reports in a bound book unless you photocopy the installments to hand in.
- **Frequency:** Due dates for FOR and POR entries are listed below. In the internships phase, the installments will be timed to coincide with visits of the academic director or other faculty to your site, as well as with mid-term and final seminars.
- The faculty member may choose to write comments on your entries as part of the grading process. If you want a clean, unmarked report for your own purposes, you may submit a photocopy and hold onto the original.
- Students often like to send copies of FORs and PORs home to family and friends to help them understand more about your experiences in Senegal. Be sure to send only a copy, not the original.

FOR and POR entries will be evaluated based on the following criteria:

- **Demonstrated relevance to MSID curriculum:** How is the topic discussed related to the content of one or more courses for which you are registered this semester?
- **Quality of description:** Each entry (especially FORs) must include an adequate description so that anyone can understand what you are experiencing. Avoid interpretation disguised as description.
- **Quality of analysis:** Each entry should reveal that you have thought in some depth about the subject.
- **Develop one or more hypotheses to explain what you have written about. Then criticize your hypotheses.**
- **Use of theory and experience dialogue:** Relate what you have experienced or observed to bodies of academic knowledge that have been introduced through lectures, assigned readings, and field trips.
- **Attempt to understand what you have observed by holding theories and concepts up to it. Use questions and observations to support or challenge theories and concepts.**
- **Evidence of growth:** Entries should show a growth in your understanding over time. This growth may be seen in your understanding of the host culture, of development theory and work, and/or of yourself.
- **Consequently, the quality of your descriptions and the depths of your analysis must improve and deepen.**
- **Quality of writing:** Write clearly with good organization and without spelling or grammatical errors.
- **Report formatting:** Each entry must include a title, your name, the date, and whether it is intended as a FOR or a POR.

Guidelines for Submission

Keep the following points in mind when submitting a written assignment:

1. Each assignment must clearly state at the top your name, the title assignment, the due date, whether it is a POR/FOR or a Focus Paper and what course it is meant for.
2. The paper must be sent to the appropriate instructor by email on/before the due date.
3. You can be creative in writing your assignments, especially FORs and PORs, and may include poetry, sketches, photographs etc. However, remember creativity in expression cannot substitute for the required content (keen description, analysis, and coherency of argument and logic).

Instructions for Field Observation Reports (FORs)

A well-written FOR is an analytical account of something you have seen, heard, read, or experienced, combining description with analysis. One way to write a FOR is to imagine yourself as an objective observer presenting an analytical report of what you have observed or discussed. Students usually select the topic of the FORs, but instructors may suggest subjects to help students identify possible topics.

Topics: FORs should be relevant to the information covered in your courses. Consider the following questions:

- Does development, which is MSID's central focus and the theme of this core course, loom sufficiently large in your reports?
- The Historical & Political Context course seeks to acquaint you with Senegal's geography, history, economy, politics, and intellectual life. Do your FORs demonstrate further learning about the country?
- Do some of the FORs address such themes as cultural similarities and differences among societies; processes of cross-cultural adjustment; and perspectives on American society?
- Do they explore the meaning of work and the workplace as you are experiencing them?

Your reports need not be limited to these specific MSID themes, but they should arise out of your experiences and lend themselves to thoughtful writing.

Description & Analysis: As you think and write about what you are seeing and learning, ask yourself questions to probe deeper into the issue. "What have I experienced/observed? Can I describe it? What does it mean? Can I explain it?"

- **Description.** The description of your entry may be of a scene (for example, a form, a market, your bedroom, a woman carrying a heavy load down the street), an event (a breakfast with your family, a bus ride, a community meeting, a downpour, a warning a local woman gave you about men, a discussion you had with a large landowner about land reform), or something from the media (a radio account of an attempted coup, a newspaper article about homeless children in your city, a magazine analysis of an upcoming election). You might be a passive observer (e.g., you might describe a street scene) or an active participant (e.g., you might recount your struggles to get your internship project off the ground).
- **Analysis.** Analysis starts from description but goes beyond it. Can you place what you have described in a wider context? Why is it significant? How can it be explained? What does it tell you about your country about development, about the nature of intercultural communication, or about yourself? What question does it raise, what idea does it challenge? How does it relate to theory? Can you tie it to things you've learned in the classroom, or to past experiences you've had? What doesn't fit?

- **Description AND Analysis.** Two common weaknesses in this type of writing are description without analysis and analysis without description. Description is critical to this type of written piece, in that it sets the stage for your analysis. Indeed, good description, or “thick description” as the anthropologists sometimes call it, contains implicit elements of analysis. After all, a great deal of judgment goes into deciding what to include in your description and what to leave out. Imagine, for example, that you are standing on a hill overlooking a city below and wish to describe what you see in your report. Do you choose to write about the city’s geographical setting? Its size? Street patterns? Building heights? Building densities? Age of structures? Architectural styles? Color of roofs? Land use? Amount and type of traffic? Sounds and smells? As you try to decide which of these merit comments, and as you then try to discern patterns in them that permit you to describe them effectively, you are already engaging in a certain level of analysis.
- **Flexibility.** The description-then-analysis formula is not absolute. Sometimes you might find it most effective to begin with analysis and then backtrack to description, or to weave the two back and forth together. For example, an entry on the concept of time might begin, “Lately I’ve been thinking a lot about differences between Senegalese time and North American time.” You might then go on to outline some of your thoughts on what time means to people in the two societies, how it is managed, etc. You will still want to weave in some description, if only in the form of brief examples that have fed your analysis.
- **Style.** Strive to be not only clear and insightful but also eloquent, allowing your own personal writing style to come forth in your entries. You need not go through three or four drafts before handing in your FOR, but do try to be sure that it represents a good effort. Your attention to grammar and spelling will allow your reader to focus on your message.

Instructions for Personal Observation Reports (PORs)

A POR is a written record, grounded in experience, of your journey. It can contain description, exploration of issues, reflection, the posing of questions, personal perspectives, and analysis of your thoughts, feelings, and observations.

- **Focus on yourself:** As you read, discuss, experience, and reflect on development within a context of social change in Senegal you will be affected personally, emotionally, and intellectually. The POR provides an opportunity to explore and reflect on these thoughts and feelings. It allows you to explore what is happening with your values, attitudes, and understanding of the world.
- **Themes:** Themes like personal adjustment; cross-cultural reflections; culture shock; personal responsibility in relation to social injustice; language growth; relationships with co-workers, host families, peers, and others; and anticipation of your relationship to your own culture and society upon return are all appropriate issues for a POR.
- **Audience:** Usually, your audience will be yourself and the academic director in your country.
- Alternatively, you might choose to share your writing with another student through a dialog process, in which case your audience will be yourself, your writing partner, and the academic director.
- **Handling Personal Material:** You must decide for yourself which personal issues you wish to disclose to the academic director. If you wish to keep an issue to yourself, consider maintaining a separate private journal.
- **Evaluation:** Evaluation of the PORs by the academic director takes into account your use of the POR as a reflective learning process, as well as your effort at exploration of experiences, perspectives, and issues of development combined with personal reflection. Your effort to

attend to this important component of the program will determine a portion of each of the course grades in the program.

Process Questions: The following are some examples of questions you could explore in POR entries:

- How do you see the rhythms of daily life in your country? What are your rhythms, and how do they differ from those at home?
- What is one thing you wish you could change about your own identity? Why?
- Is the in-country experience changing how you see yourself in terms of work? What have you learned about yourself as a worker as you progress through these weeks? What is easy for you? More difficult?
- Can you identify skills that have been helpful here? Have other skills been less useful or even detrimental to this experience?
- Has MSID changed the way you think about social justice? About your own social responsibilities? About the way you wish to live your life back in the US? How?

POR and FOR Assignment Due Dates

- FOR#1 & POR#1: Unit 3
- FOR#2 & POR#2: Unit 5

Students must submit their FOR and POR papers via email to the professor before the class period of the given week. Students are required to complete and submit their assignments on time. Any delay or failure to submit assignments according to the above deadlines will impact negatively the grade.

Group Poster Presentation with Written Synopsis

During the Toubacouta excursion, students will be divided into four groups based on their international development themes and will be asked to give a poster presentation comparing their theme in the urban and rural settings of Senegal. Prior to departure, students should gather to summarize their understandings of their theme in Dakar and the urban surrounding area. Throughout the excursion and various site visits, the students should make critical observations about how these themes are similar or different in the rural setting. On the last day of the Toubacouta excursion, each group will be asked to give a 15-minute presentation (in French) to the entire group about their findings using the poster. A written two-page summary (one paper for the group) will be due before class the following week.

In-Class Presentation on Reading

One or more students will be selected to present a 5-minute synopsis of each assigned reading (in French). They must summarize the major findings of the reading for the class, ask questions of the instructor if clarifications are needed, and be prepared to answer any questions from the group.

In-Class Participation

Attendance and active participation in class is very important to the success of the MSID Senegal experience. Students should be present at all classes and excursions. If unable to participate due to illness or other unforeseen event, the student must reach out to the faculty member in advance to let them know why they missed the course.

COURSE CONTENT

Unit 1

Orientation: Slavery, Colonization, & Decolonization

- The slave trade (slavery)
 - Transatlantic and transsaharian slave trade
 - Resistance against slavery
 - Impact of the slave trade on Senegal
 - Slavery and construction of memory
- Readings
 - Akam Akamayong. (2019). 8 Janvier 1454: l'Eglise catholique et le Pape Noeholas V bénissent l'esclavage et la traite négrière. From <http://rebellyon.info>.
 - Antoine, M. de Monclos. (2002). Les esclaves invisibles de l'islam: A quand l'heure de vérité? (Tome 6). pp 751-759. From www.cairn.info.
 - Thioub, Ibrahima. (2018). En Afrique, l'héritage esclavagiste est loin d'être soldé. (Tribune). Le Monde. From www.lemonde.fr/afrique/article.
 - Bocoum, Hamady, Toulhier, Bernard. (2013). La fabrication du patrimoine: l'exemple de Gorée (Sénégal). pp 3-11. From <http://journals.openedition.org/insitu/10303>.
- Experiential learning
 - Visit to Goree Island
 - Guided city tour

Unit 2

Colonization, Decolonization, & Neocolonization

- Colonization
 - The colonial political system
 - The colonial economic system
 - Impact of colonization on social structures
 - Colonial legacy in Senegal
- Readings
 - Ibra, Séné. (2004). Colonisation Française et Main-d'oeuvre Carcérale au Sénégal: De l'Emploi des Détenus des Camps Pénaux sur les Chantiers des Travaux Routiers (1927-1940). Michigan State University Press.
 - Diouf, Mamadou. (2000). Assimilation coloniale et identités religieuses de la civilité des originaires des Quatre Communes (Sénégal). Revue Canadienne des Etudes Africaines, vol. 34, N° 3.
- Independence and a new colonial system
 - The international factors in favor of independence

- The role of the intellectual elite, trade unions, and peasant farmers
- West African independence options
- Economic and financial neocolonization
- Military neocolonization
- Decolonizing social movements in Senegal
- Readings
 - Raphael, Grandvaud. (2009). De l'armée colonial à l'armée néocoloniale (1830-1990) Survie.
 - Ambassade de France au Sénégal. (2017). Objet : Les relations économiques et financières entre le Sénégal et la France.
 - Silence. (2008). Le néocolonialisme, Nouvelles forme de colonisation.
 - Madiambal Diagne. (2009). Attention aux clichés sur les intérêts français au Sénégal ! (Extrait). From <https://www.lequotidien.sn/attention-aux-cliches-sur-les-interets-francais-au-senegal>
- Guest speaker
 - A member of FRONT POUR UNE REVOLUTION ANTI-IMPERIALISTE POPULAIRE ET PANAFRICAIN (FRAPP)—FRANCE DEGAGE

Unit 3

Kingdoms, Social Structure, & Cultural Value

- The kingdoms in the Senegambia
 - Political organization
 - Social structures
 - Governance and rights
- Readings
 - Mamadou, Badji. (2007). Du pouvoir dans les anciens royaumes wolof du Sénégal, des origines au XVIIIe siècle.
 - (n.a.) La charte du Kurukan Fuga. (n.a.).
 - Sall, Mamadou W. (n.a.) Les recommandations de Ceerno Suleyman Baal, fondateur de l'Almaamiyat (1770-1880). From www.arabisants.org.
- The caste system in Senegal
- Reading
 - AGOWA, Ryo (n.a). Pour une meilleure compréhension de la structure sociale des Wolofs. Journal of Asian and African Studies (Vol. 78, 2009)
- The traditional society: values, joking relationships, and social cohesion
 - Concept of belonging and identity in the Senegalese context
 - Peace, cohesion, and conflict resolution
 - Cultural of values through sayings and proverbs
- Readings
 - Sarr, Ibrahima.(n.a). Les noms qui parlent : étude de la perception du reel a travers les systèmes traditionnels de nomination dans les sociétés sénégalaises.(n.a).
 - Cecile Canut & Etienne Smith. (n.a.) Pactes, alliances et plaisanteries Pratiques locales, discours global in Cahiers d'Études Africaines, Vol. 46, Cahier 184, Parentés, plaisanteries et politique(2006), pp. 687-754.
- Experiential learning

- Visit to the Association des Bijoutiers du Sénégal or Association des Laobe du Sénégal
- Assignments
 - FOR and POR #1

Unit 4

Excursion to Toubacouta

- During the Toubacouta excursion, students will participate in all activities, discussions, and presentations. For the Historical & Political Context of Senegal course, students should pay particular attention to, and critically analyze, the following activities:
 - Sereer traditional music and dance with communities
 - Mandinka music and dance
 - Traditional wrestling
 - 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
- Assignments
 - Group poster presentation comparing the urban and rural experiences of the assigned theme
 - Daily debrief on the experiences

Unit 5

Religion & Belief Systems

- Traditional religions (beliefs)
 - Visible world, invisible world, intermediation
 - Spiritual equilibrium and harmony
 - Traditional rites
- Sufi Islam in Senegal
 - Sufism and religious tolerance
 - Brotherhoods in Senegal
- Readings
 - Diop, Birago.(1960) Souffle. In Leurres et Lueurs.
 - Senghor, Leopold S. (1948). Nuit de Sine. In Chant d'Ombre.
 - Lay, Camara. (1953). L'enfant Noir.
- Experiential learning
 - Visit to a traditional healer
- Assignment
 - Written summary of poster presentation

Unit 6

Senegal through Literature

- Examine how literature forges the conscience of a nation
- Analyze key works to better understand Senegal, the country, and its people, both in the past and the present
- Consider the evolution of the Senegalese nation in time and history
- Discuss how literature has advanced the development efforts made in the country
- Readings
 - Kane, Cheikh Hamidou.(1961). *L'aventure ambiguë*.
 - Fall, Aminata Sow. (1979). *La grève des Battu*.
 - Ba, Mariama.(1979). *Une si longue lettre*.

Unit 7

Senegal through Arts

- Study the development and promotion of the arts by Senegal's first president, Leopold Senghor, a poet and teacher
- Look at the First World Festival of Negro Arts in 1966 and subsequent events as culminations of national policies
- Meet with a number of prominent Senegalese artists to understand the role of artistic creation and production in the development effort and the carving of a national identity
- Consider Senegal's identity through visual arts
- Analyze Senegal through cinema
- Readings
 - Taoua, P. (2010). Présentation. Le rendez-vous d'Ousmane Sembène avec la modernité africaine. *Études littéraires africaines*, (30), 6–19. <https://doi.org/10.7202/1027343ar>.
 - Beye, Ben Diogaye. "Ousmane Sembène, Une Conscience Africaine." *Nouvelles Études Francophones*, vol. 23, no. 1, 2008, pp. 292–297. JSTOR, www.jstor.org/stable/25702129. Accessed 17 June 2020.
- Experiential learning
 - Guest speaker and visit to the studio of Kalidou Kasse, Artist.
 - Guest speaker: Fatou Kande Senghor, Female filmmaker.

Unit 8

Politics & Economics

- The Senegalese political system and its evolution
 - The one-party system
 - Limited multiparty system
 - The integral multiparty system

- Political regimes and constitutional evolution in Senegal
- The elections in Senegal
- The Parliament and its evolution
- Judicial system, rule of law, and human rights in Senegal
- Readings
 - Afrobarometer. (2014). Sixième série de données de l'enquête Afrobaromètre Sénégal 2014. (database).
 - Guèye, Serigne Saliou. (2019). Affranchir la justice de la tutelle de l'exécutif. In Seneplus (07/01/2019).
 - Brossier, Marie. (2013) Penser la participation politique par l'impératif religieux: trajectoires d'engagements musulmans au Sénégal. In Revue international de politique comparée (Vol 20).
 - Ba, Mehdi. (2016). Partis Politiques au Sénégal: plus on est de fous, plus on rit. In Jeune Afrique (17 juin 2016).
- Economic and social policies
- Analysis of the Senegalese socio-demographic evolution
- Analysis of Senegalese socio-economic evolution and trends
- Analysis of the Senegalese informal economy
- Readings
 - OCDE (2017), Examen multidimensionnel du Sénégal : Volume 1. Évaluation initiale, Les voies de développement, chap 2, Éditions OCDE, Paris, <https://doi.org/10.1787/9789264273092-fr>.
 - MEFP.(n.a). En route pour Engranger le Dividende Démographique au Sénégal. pp 78-94.
 - OIT.(2020). Diagnostic de l'économie informelle au Sénégal. Genève, Bureau international du Travail, 2020. pp 5-18.
- Assignments
 - FOR and POR #2

Unit 9

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
 - 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

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.