



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

International Development: Sustainable Development & Climate Change

Course Details

Course Designator & Number: SNGL 4004

Number of Credits: 4

Language of Instruction: French

Contact Hours: 60

Instructor: Aicha Awa BA, M.A.

Oumar Ngala Diène, 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 sustainable development and climate change in developing countries in general and Senegal in particular. Students will look at the human and natural environments in urban and rural Dakar. Students will engage with topics such as waste management in urban settings, mangrove swamps, coastal preservation in Senegal (maritime erosion, the loss of biodiversity, difficulties accessing fishing waters), flooding in

Dakar neighborhoods, recycling, and the repurposing of waste objects. Students will consider a variety of solutions to these challenges, wrestle with the questions of balance between practical needs and preservation, and propose ways to best implement these solutions in the Senegalese value context.

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 their impact on natural ecosystems and living environments in Sub-Saharan Africa and Senegal.

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
- Understand the key concepts and tools related to sustainability and climate in the Senegalese context
- Study the economic choices and how they impact communities and their environments in Senegal
- Analyze Senegalese and West African neighboring countries environmental policies and their implementation challenges
- Research and present experiences and models of sustainable development in Senegal
- Demonstrate knowledge of the roles of science and technology (and their limitations) 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 then the second half applies these principles to questions of sustainable development and climate change. 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 (FOR and POR).

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.L.]: 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.L.]: 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*.

Climate Change & Sustainable Development

1. Changement climatique, qu'est-ce que c'est?
http://www.educapoles.org/assets/uploads/teaching_dossiers_files/dp_cze_03_fr.pdf
2. Villes d'Afriques, le nouveau magazine de CGLU – A N° 2 – 2016, Villes africaines _ Décentraliser le développement urbain p 49 – p 53.
3. Cissé, Oumar et al. (2019). Les inondations à Dakar : Gestion des risques et adaptations sociales (Karthala), Inondation et techniques de survie à Médina Gounass par Mame Demba THIAM, p 173.
4. La résilience des individus, des ménages, des communautés et des institutions dans les situations de crise prolongée
http://www.fao.org/fileadmin/templates/cfs_high_level_forum/documents/ME523F_CFS_39_HLEF_Brief3_01.pdf
5. Cissé, Oumar et al. (2019). Les inondations à Dakar : Gestion des risques et adaptations sociales (Karthala), Le contexte institutionnel de la gestion des inondations à Yeumbeul Nord par Oumar CISSE, Mariama Diop SEYE et Sandrine Dufresne AUBERTIN.
6. Une bonne pratique de résilience, c'est une pratique qui permet d'accroître la productivité agricole p 21–p 24 (in Rapport-de-capitalisation Bonnes pratiques de résilience en Afrique de l'Ouest et au Sahel).
7. Rapport Décharge de Mbeubeuss: analyse des impacts et amélioration des conditions de vie des populations de Diamalaye à Malika dans la banlieue de Dakar. 2011.
8. Marie-Christine Cormier Salem, 2013, L'aménagement du littoral : un enjeu crucial pour les pêcheries artisanales, p 136–p 144.

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.
22. Les grands enjeux de développement, 2016, chapitre in Plan Directeur d'Urbanisme de Dakar et ses Environs Horizon 2035, p 3–p 5.
23. Cissé, Oumar et al. (2019). Les inondations à Dakar : Gestion des risques et adaptations sociales (Karthala), stratégies d'adaptation aux inondations à Dejaddah Thiaroye Kao par Mame Demba THIAM, p 137.
24. Philip McMichael. (2017). *Development and Social Change: Aglobal Perspective*. (Sixth edition). SAGE.
25. Julius, Nyerere. (2012). Les fondements du socialisme africain. (*Présence Africaine* N° 185-186), pages 273 à 281 *Expériences socialistes en Afrique : 1960-1990*.
26. Maurizio, Lazzarato. (2011). *La Fabrique de l'Homme Endetté, Essai sur la condition néolibérale*. (Editions Amsterdam, Paris).
27. Philippe, Aghion. (2011). *Repenser l'État, Pour une social-démocratie de l'innovation*. (Editions du Seuil et la République des Idées, Paris).
28. Nouveau Partenariat pour le Développement de l'Afrique (NEPAD). (2001).
29. Boateng, Osei. (2005) "How Africa Developed Europe and America," *New Africa*.
30. Cheick Yérim Seck. « Guinée : La descente aux enfers », *JA L'intelligent*, no 2333 : Sep-Oct, 2005.
31. Alain Mathys (Suez-Environnement), 2004, Le financement de l'assainissement solide et liquide en Afrique. Considérations générales. (in. *Gestion durable des déchets et de l'assainissement urbain*).
32. Emile Le Bris (IRD), 2004, Inscrire les questions de l'assainissement et des déchets dans une problématique urbaine (in. *Gestion durable des déchets et de l'assainissement urbain*).
33. Cissé, Oumar et al. (2007). L'argent des déchets: l'économie informelle à Dakar. (Karthala), la valorisation des déchets, p 52–p 58. 34. Cissé, Oumar et al. (2007).

L'argent des déchets: l'économie informelle à Dakar. (Karthala), les facteurs de croissance de la valorisation des déchets solides, p 91.

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 fully meet 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 sustainable development and climate change	20%
Project final paper for sustainable development and climate change	30%
Project final presentation for sustainable development and climate change	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 9

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.

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)
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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

Sustainable Development & Climate Change—The concept of sustainability

- Examine the concept of sustainability through different angles (natural resources management, agricultural systems, fishing, living environment, etc.).
- Readings

- Glossaire sur le développement durable
- <https://www.cbd.int/> (Convention on Biological Diversity (CBD)).

Unit 5

The 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.l.]: 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

Sustainable Development & Climate Change—Climate change

- Examine climate change through a series of definitions and study the characteristics, causes, consequences for populations, and alternative solutions that offer possible remedies
- Readings
 - Yves Richard, University of Burgundy (2019). Les changements climatiques où en sommes-nous ?. 8 pages.
 - ADEME (2019) Le changement climatique en 10 questions, 20 pages.
 - UNICEF France (2016) La lutte contre le changement climatique, 7 pages.

Unit 7

Excursion to Toubacouta

- During the Toubacouta excursion, students will participate in all activities, discussions, and presentations. In particular, students in the sustainable development and climate change 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
 - Visit to mangrove and discussion with the Saloum Delta National Park managers about preservation and community participation
 - Community panel discussion on development policies: who is left behind and how to increase inclusion

- Visit to a community garden to discuss agriculture, the impact of climate change, and community resilience initiatives

Unit 8

International Development—Modernisation & the dependency theory

- Readings
 - Sarr, F. (2019). AFROTOPIA. [S.l.]: 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

Sustainable Development & Climate Change—Senegal’s coastlands: maritime erosion, loss of biodiversity, depletion of fishing resources

- 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, and preservation efforts
- Readings
 - <http://www.denv.gouv.sn/index.php/littoral/probleme-du-littoral-senegalais>;
 - Service de l’observation et des statistiques (2011) *les outils d’urbanisme, de gestion et d’aménagement du littoral*, Commissariat général au développement durable, 14 pages.
 - Papa SAKHO (2018) *Dakar et le littoral*, 5 pages.
 - Marie Christine Cormier Salem (2013) *aménagement du littoral: un enjeu crucial pour les pêcheries artisanales*. Institute of Research for Development, 12 pages.
- 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

Sustainable Development & Climate Change—Waste management, sanitation, and urban settings

- Examine a variety of contemporary dynamics that affect the urban environment and its population density
- Readings
 - Plan Directeur d'Urbanisme de Dakar et ses Environs, Horizon 2035, Ministère du Renouveau Urbain, de l'Habitat et du Cadre de Vie République du Sénégal, Agence Japonaise de Coopération Internationale (JICA), 2016, 76 pages.
 - Le financement de l'assainissement solide et liquide en Afrique : considérations générales, par Alain Mathys, 2004, 6 pages (dans *Gestion durable des déchets et de l'assainissement urbain*).
 - Inscrire les questions de l'assainissement et des déchets, dans une problématique urbaine, par Emile Le Bris, 2004, 17 pages, https://www.senxibar.com/Gestion-des-dechets-urbains-a-Dakar-Les-ordures-urban-cas-se-tete-senegalais_a28626.html
- Experiential learning
 - Visit to Wakhinane (Guédiawaye)

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

Sustainable Development & Climate Change - Climate change & community resilience

- Examine how climate change is impacting different actors and sectors and community resilience strategies
- Reading
 - Cissé, Oumar et al. (2019). Les inondations à Dakar : Gestion des risques et adaptations sociales (Karthala), stratégies d'adaptation aux inondations à Dejaddah Thiaroye Kao par Mame Demba THIAM, p 137.

Unit 14

International Development—Toward an endogenous development of Africa?

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

Unit 15

Sustainable Development & Climate Change—Community resilience capacity

- Examine community environmental initiatives, their capacity and limitations
- Readings
 - AGIR, JADE (2017) Bonnes pratiques de résilience en Afrique de l'Ouest et au Sahel, 40 pages.
 - AGIR, JADE (2017) La résilience, une notion peu connue, mais pas inconnue, 3 pages.
 - AGIR, JADE (2017) La disponibilité de terres, condition de mise en œuvre de certaines bonnes pratiques de résilience, 2 pages.
 - AGIR, JADE (2017) Une bonne pratique de résilience, c'est une pratique qui permet d'accroître la productivité agricole, 3 pages.
- Nathalie van Vliet (CIFOR), Jean-Claude Nguingiri (FAO), Daniel Cornelis, Sébastien Le Bel (CIRAD).(2016).
- Communautés locales et utilisation durable de la faune en Afrique central. FAO. 19/09/2016, www.fao.org/emergencies/la-fao-en-action/projets/projet
- Experiential learning
 - Visit to Hann Marinas
- 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 sustainable development and climate change
 - 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](#).