



Internship in Senegal

Course Details

Course Designator & Number: SNGL 4896

Number of Credits: 4

Language of Instruction: French

Contact Hours: 60

Instructor: Dr Marie Guèye, Ph.D.

Course Description

This course provides a cross-cultural experience of working on various development issues with a regional nonprofit organization. The course focuses on guiding students to understand their own identity as they integrate theory with reality through participation in local development sites. Students are prepared for entering into their community work through discussions on stakeholder and agency analysis, culture specific gender and diversity context, and power and privilege. Students will learn to develop, defend, and challenge their own values and beliefs.

The mentoring continues while students are at their internship placement. They come in contact with social actors, community organizations, and local and national authorities in various regions of Dakar at the marginal urban and rural levels. The students are urged to play an active role in their internships by providing suggestions and solutions, discussing alternatives, and investigating all areas of their internship placement to garner a holistic experience of the realities of development work. Through practical internship experiences as well as readings, discussions, and written assignments, students will deepen their understanding of the host-country cultural context and development work from an international perspective, as well as critically examine their own worldview. Students will be presented with concrete opportunities to identify and apply their knowledge of ethics, both in solving short-term problems and in creating long-term forecasts.

The course will also include 15 hours of French or Wolof instruction to give students practical vocabulary for the workplace.

Course Objectives

At the conclusion of this course, it is expected that students would be able to:

1. Apply development theories learned in the classroom to the realities of the work experience at the internship site.
2. Understand ideas, concepts, and theories related to the internship agency and community served by the agency. Articulate how the ethical issues studied in class manifest in the field.
3. Learn how to develop, defend, and challenge their own ethics, values and beliefs.
4. Gain professional competencies such as intercultural communication, interpersonal skills, problem solving, and decision-making.
5. Strengthen self-confidence, self-esteem, independence, and self-awareness.
6. Strengthen French and Wolof communication skills.

Methodology

Classroom discussions, field excursions, and preparatory workshops during the first seven weeks of the program will prepare students to engage at their internship site for the following six weeks.

During field placement, the student is expected to learn under the guidance of both their agency supervisor and MSID faculty. Most of the learning during this phase is experientially based, more independent, and individualized.

Check-in meetings throughout the internship experience are an opportunity for students to discuss what they are learning, problems they are facing, and concerns they might have.

The internship phase includes a minimum of 25 hours per week in the organization for a total of at least 150 hours.

The final seminar in the last week of the program is focused on reflection, peer-to-peer learning, and discussions of skills gained throughout the internship experience.

Course Prerequisites

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

Required Reading / Materials

- Noami, Rachel (1999). *Helping, Fixing, or Serving?*
- Giles, Bousquet (2010). *Beyond Appearances: Cross-Cultural Analysis in a Business Internship Program with France*. In *Cultures and Cross-Cultural Awareness in the Professions* (Vol 2). Global Business Languages.

- Jameson, Daphne A. (2007). *Reconceptualizing Cultural Identity and Its Role In Intercultural Business Communication*. Journal of Business Communication, Volume 44, Number 3, July 2007, 199-235.
- Pinto, Luísa Helena. Pereira, Pedro Capa (2018). *“I wish to do an internship (abroad)” : investigating the perceived employability of domestic and international business internships*. Springer Nature.
- College of Liberal Arts (2018). *Internship Guide*. University of Minnesota.
- Evalde Mutabazi (2006). *Face À la Diversité des Cultures et des Modes de Gestion: Le Modèle Circulatoire de Management En Afrique*. Management Prospective Ed.
- Vigan, Arsène. Giauque, David (2016). *Satisfaction au travail dans les administrations publiques en Afrique : une revue systématique de la littérature*. ResearchGate.

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
Class participation	10%
Setting internship goals	10%
Oral exam for language component	10%
POR3 and FOR3 (during internship phase)	20%
Agency supervisor's assessment	10%
Presentation in final seminar	10%
Final report	30%
Overall grade	100%

Assessment Details

Class Participation

You are required to attend all classes and to be at your internship site at least four days a week (25 hours a week). Missing one class or internship day means a small makeup assignment (determined by the faculty); missing two classes or internship days means a sizable makeup assignment; missing three classes or internship days means a grade reduction of 2% of the total course grade. Discussions in class will focus on critical evaluation of ideas and analyzing the strengths and weaknesses of what we know. For this reason, your engagement and participation are required. You are required to take responsibility for your role in the learning environment and come to class having read the required texts and ready to engage with others in a positive and thought-provoking manner.

Setting Internship Goals

By the end of the classroom phase, you must set SMART academic and personal goals for your internship and a draft plan to meet them. Before your placement, you must also share with the faculty your internship goals.

Personal Observation Report (POR3) & Field Observation Report (FOR3)

During your internship, you must write a personal observation report and a field observation report. The POR should present and analyze the skills gained in the internship by using the STAR (Situation, Task, Action, and Result) model. Discuss the skills; the ways they are developed in the internship; how important they are in your host agency, in your home professional culture, and in your future career; and how to market them. The FOR will focus on your organization and its intervention model and strategy. Make a link between development theories and the reality in the application level by critically reflecting on the host agency's approach and the (positive and negative) impact on the communities. We recommend that you keep an internship journal and note the relevant information for your entries.

Agency Supervisor's Assessment

Your internship supervisor will assess your overall work at the organization. The assessment includes your assiduity, dedication to the organization's mission and your internship projects, relationship with colleagues, cultural learning and sensitivity, and work performance. Ask your internship supervisor for feedback during your internship.

Final Report & Presentation

During the final seminar, you must present on your internship experience. Include the feedback received from the presentation when finalizing your internship report. Submit the report by email by the last day of the program.

The presentation should be 10 minutes long using a PPT presentation followed by 10 minutes discussion and Q&A, all in French.

Questions to consider for your presentation and report:

- Who are we (description of the host agency's history, approach, projects, results, etc.)?
- What were your responsibilities in the organization?
- What were your projects?
- What did you find most challenging about the internship? Why?
- What cultural issues did you negotiate during the internship?
- What were your internship goals?
- What did you learn and how did you learn from the experience?
- What skills have you developed in the internship? How did you develop them from your experience?
- How important was the knowledge acquired and the skills developed in the context of your organization?
- How important are the knowledge acquired and the skills developed for your career?
- How will you market your internship experience?
- What are the strengths and the weaknesses of your organization and its development model?
- What are your recommendations for the organization and the development community?

Course Content

Classroom Phase

Unit 1

- Introduction to internship
 - Why do internships?
 - Helping or serving?
- Readings
 - Noami, Rachel (1999). *Helping, Fixing, or Serving?*
 - New York Times (n.a). An African's Message for America—Help Yourself! (Video)
- French
 - French Grammar Review
- Wolof
 - Wolof grammar (basics)
 - Greetings and introduction
 - Leaving
 - Emphasis on the complement (accomplished and unaccomplished)

Unit 2

- Internship in an intercultural context
 - Work ethics and professional culture
 - Internship: what are the expectations?
- Readings
 - Giles, Bousquet (2010). *Beyond Appearances: Cross-Cultural Analysis in a Business Internship Program with France*. In *Cultures and Cross-Cultural Awareness in the Professions (Vol 2)*. Global Business Languages.
- French
 - Discussion on gender in professional setting
- Wolof
 - Family, age, and occupation
 - Useful sentences around the eating bowl
 - Numbers (0 to 100)
 - Negative form

Unit 3

- Stakeholder analysis activity—discussion of who has power
- Individual discussions or check-ins about your placement, leading up to the internship phase
- French
 - Descriptive tense in French

- Wolof
 - Purchasing: at the market, at the corner shop, at the restaurant, in the street, bargaining, paying and asking for change
 - Simple comparison

Unit 4 - Excursion to Toubacouta

- During the Toubacouta excursion, students will participate in all activities, discussions, and presentations. In particular, students on the research track should pay particular attention to, and critically analyze, the following activities:
 - A visit to local and community organizations to discuss and observe the organizational architecture, work values, and power dynamics
 - An extended lunch with organizations that have received MSID interns to discuss MSID engagement, expectations, and challenges
- Assignment
 - My questions list: Before the session, each student should put in a paper the most important question they have about internship/research in a Senegalese context

Unit 5

- Setting goals for the internship
- Designing a plan for the internship
- Readings
 - College of Liberal Arts (2018). *Internship Guide*. University of Minnesota. pp 21-22.
- French
 - Objectives and results formulation in French
- Wolof
 - Transportation: Taking a taxi, a car rapide, a bus, and a clando
 - Directions: prepositions and prepositive phrases
 - Landmarks

Unit 6

- Reflecting on the internship experience
- Telling stories successfully
- French
 - Narrative style in French
- Assignments
 - Concepts and expressions: research the 20 most commonly used concepts and expressions in your internship or research field, define them, and write each of them in a sentence
- Wolof
 - Daily activities
 - Around the eating bowl

Unit 7

- Focus session before the internship 1
- Topics include preparation, assessment, problem analysis, agency analysis, goal setting, and learning agreements
- Individual discussions or check-ins about your placement, leading up to the internship phrase
- French
 - Interrogative forms in French
- Wolof
 - Past tense
 - Talking about projects

Unit 8

- Professional/constructive writing: your voice and the intended audience
- Practical recommendations for the internship
 - Topics include stakeholder analysis, health and safety, gender/diversity realities and discussions, dress codes, and culture and the workplace
- French
 - Writing styles
 - Oral exam
- Wolof
 - Body parts and aches
 - Asking questions
 - Oral exam

Internship Phase

Unit 9

- Internship
- Familiarize yourself with your host agency
- Revise internship goals with the agency and review internship plan
- Weekly meeting with supervisor
- Phone or email meeting with MSID faculty member

Unit 10

- Internship
- Identify and develop internship projects
- Weekly meeting with supervisor
- Phone or email meeting with MSID faculty member

Unit 11

- Internship
- Weekly meeting with supervisor
- Phone or email meeting with MSID faculty member

Unit 12

- Internship
- Weekly meeting with supervisor
- Visit from MSID faculty member
- Assignments
 - Write and submit POR and FOR

Unit 13

- Internship
- Weekly meeting with supervisor
- Phone or email meeting with MSID faculty member
- Assignment
 - Draft final paper due

Unit 14

- Internship
- Weekly meeting with supervisor
- Report discussion with supervisor
- Evaluate internship with the supervisor

Unit 15

- Final oral presentation on internship
- Finalize internship report
- Discussions on skills gained through the experience and how you will use that going forward
- Discussion of sought-after skills by employers
- Reflection and debriefing (e.g., comparing theory and practice)

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](#).