CIEE Dakar, Senegal

Course title: Development Studies Practicum
Course code: DEVE 3002 SNDS
Programs offering course: Development Studies
Language of instruction: French
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2020

Course Description

The Development Practicum seminar is a space for reflection, exchange, and research shared between the different participants in the course, including the instructor, students, and other resource people. The course will be conducted through a series of various seminars on different themes framed around the following three broad areas: (1) Major questions of development such as governance; poverty; human rights; structural adjustments; globalization, etc. (2) Development Practicum in various sectors of interest to students. (3) Issues around culture and development such as child marriage and their consequences on individuals and society; polygamy; domestic violence; Islam and its relation to politics and development in Senegal; the weight of traditional beliefs on development with specific studies on concepts such as time; Insh’Allah; child begging; poverty; the caste systems, etc. The seminars will work in the following ways: (A) Theme presentations by the professor followed by discussions. At the end of class the professor will assign readings or other tasks relating to the topic discussed or to student internships in order for students to do some research on a regular basis. (B) Assigned texts and research will be regularly presented in class by students. (C) Guest speakers will be invited to class in order to dive deeper into certain topics and/or further explain certain concepts. (D) There will also be field trips outside of class to visit sites that are relevant to the course. *NB: In a seminar it is imperative that the students are very engaged in the material. The students should, therefore, be constantly engaging in conversations on important themes with the professor, guest speakers, people met at the field trips and practicum sites. Students should also engage in personal research that will be presented in class.

Learning Objectives

By completing this course, students will:

1. To define the concept of development.
2. To describe the models of development in Africa from independence to this day.
3. To analyze the reasons for the economic underdevelopment of Africa.
4. To study original experiences in development, as well as promising economic development models.

Expected Results: At the end of the semester students will have...

- A better understanding of different models of development in Africa.
- A better understanding and interpretation of the economic realities in Africa.
- They will gain tools to become change makers in favor of development in Senegal and in the rest of Africa.

Course Prerequisites

None
Methods of Instruction

This course is meant to be a learning experience that should be both active and directive. It is based on a constant, constructive and transformative dialogue between the professor and the students. The course is structured around 4 main activities:

1. An introduction lecture by the professor on a given theme, followed by discussion with the students.
2. Weekly oral presentations by students on given themes and development theories in Africa. These oral presentations will allow the professor to evaluate and analyze the intellectual and critical capacities of each student.
3. Field trips to sites relevant to the course.
4. Guest lectures to discuss certain themes on a deeper, more specialized level.

Assessment and Final Grade

1. Surveys 15%
2. Written Exams 15%
3. Regularity and Participation 20%
4. Practicum 50%
TOTAL 100%

Course Requirements

Surveys

Surveys of Wakhinane Nimzatt:

This is an educational outing during which students are put in a situation to appreciate on the field the realization of governmental health programs namely the Social Security Scholarship and the Universal Health coverage.

The purpose is to bring students to the suburbs of Dakar particularly Wakhinane Nimzatt to enable them to appreciate firsthand the poverty and the lack of access to health and the solutions provided by the authorities.

Wakhinane Nimzatt's surveys are focus groups with beneficiaries of these programs, with neighbourhood leaders, meetings with local elected officials, heads of decentralized services, basic community organizations, and site visits.

NB: All written exams will need to be well prepared in class ahead of the time before it is given to students.

Written Exams

Assignments and/or Oral Presentations

Students will have one or two written exams during the semester. This is meant to evaluate their understanding of topics addressed in class.

Regularity and Participation
Practicum

Internship grading will be done as follows:

- Weekly journals and pictures: 20%
- Supervisor evaluation: 20%
- Internship final report: 40%
- Presentation of the final report: 20%

The final internship report is a written work of 10 to 12 pages. It must be presented as a case study.

The student is encouraged to examine a certain trending question within the organization or an issue it is facing, and then discuss the potential solutions. The evaluation criteria for the report will be based on text coherence, pertinence of the arguments, and clarity of the document. This report will be shared with the organization.

Weekly Schedule

Week 1
Class DEVELOPMENT AND HISTORICAL HISTORY OF SENEGAL

Analysis of the situation: (by the teacher, followed by discussions)

- HEAVY COLONIAL HERITAGE THAT blocks African development (the case of Senegal in particular): A WHOLE ECONOMY TURNED TO THE METROPOLE
- HALF OF A CENTURY OF ECONOMIC DECLINE (from Independences to Present)

Assignment: Research work (in class/by students)

1. Senegalese agriculture,
2. Factory in Senegal,
3. Informal sector Reading (at home):

- Mémorandum sur les Politiques Economiques et Financières du Sénégal, Juin 2013, - Ministère des Finances,

Week 2
Class ECONOMIC SITUATION OF SENEGAL

Presentations on readings followed by discussions and research work debriefing

Research work debriefing + discussions

Power Point followed by discussions on the economic situation of Senegal, World Bank December 2014
**Assignment:** Research work (at home) on: PPTE (Poor Countries Heavily Indebted); SCA (Accelerated Growth Strategy), PSE (Plan Senegal Emergent); OMD (Millennium Development Goals), Informal sector in Senegal etc.

**Visit** a factory in Dakar

**Week 3**

**Class**

**WHAT IS DEVELOPMENT?**

**Research work debriefing on:** Poor countries heavily indebted, Accelerated Growth Strategy, Plan Senegal Emergent, Millennium Development Goals, Informal sector in Senegal etc.

What is development? Analysis of the situation: (by the teacher followed by discussions)

**Quiz / in class activities**

**Research work** (at home by students) on: IDH (Human Development Index), IDG (Gender Development Index), HPI (Human Poverty Index), GEM (Gender Empowerment Measures), AGOA (African Growth Opportunity Act), Debt Issue, Debt Cancellation, the Family Fellowship Program in Senegal, the Sesame Plan, CMU (Universal Health Coverage / kind of Obama care in Senegal).

**Visit** a community farm

**Week 4**

**Class**

Rural Visits

**Week 5**

**Class**

POVERTY

**What is Poverty:** Analysis of the situation: (by the teacher followed by discussions)

Presentations of readings followed by discussions

**Preparation of Pikine surveys:** Define objectives, strategy, give basic information on Pikine and sites to study

**Assignment:** Reading (texts to read at home):

1. Understanding Poverty (World bank text 2013)
2. Pauvreté- Inégalité et Genre au Sénégal (Ministry of Finances, 2011);

**Visit:** ONAS / Health Center

**Week 6**
Class  PREPARATION OF SURVEYS ON POVERTY
Design and then test the survey tools
Simulation exercises in class
Translation exercises

**Week 7**

Class  SURVEYS CONDUCT

Class  SURVEYS RESULTS
Processing of collected data
Data analysis
Pooling of results and preparations for reports on surveys in Pikine

**Week 9**

Class  STRUCTURAL ADJUSTMENT AND GLOBALIZATION
... and their impacts on the development of Africa (by the teacher, followed with discussions)
  • Activities
  • Students prepare their presentations on their internships organizations

**Assignment:** one page on what is development

Research work (at home) on:

1. Gender and work (Parity- discrimination in work.)
2. Gender and equitable sharing of resources;
3. Access to and maintenance of girls at school in Senegal
4. Gender and human rights;
5. Violence against women.

**Week 10**

Class  WOMEN EMPOWERMENT (1)
(Objective 5 of OMDs: Promoting gender equality and women empowerment)
Research work debriefing;
Presentations on students internship organizations
Women empowerment /Analysis of the situation: (by the teacher followed by discussions)

Feedback on assignment related to development;

Film on: Women empowerment

Assignment: Reading (at home)

1. Empowerment Concept
2. Text PNUD

Week 11
Class WOMEN EMPOWERMENT (2)

Guest Speaker from ‘Reseau Siggil Jigeen’ organization (or any other activity)

Week 12
Class ACHIEVEMENT OF BASIC SOCIAL SERVICES: EDUCATION

PROBLEMATIC OF ACCESS

PROBLEMATIC OF QUALITY (by the teacher followed by discussions)

In class activities:

1. Students presentations on their internships

Visit: « Ecole de la Rue »

Week 13
Class ACHIEVEMENT OF BASIC SOCIAL SERVICES

HEALTH, ELECTRICITY, WATER AND SANITATION

- PROBLEMATIC OF ACCESS
- PROBLEMATIC OF QUALITY (By the teacher followed by discussions)

Activities

Week 14
Class POPULATION, MIGRATION AND DEVELOPMENT

Guest Speaker: Pr. Makame KANE (Population and development specialist).

Week 15
Class FINAL PAPERS/PRESENTATIONS
Course Materials

Readings

- La Déclaration de Stockholm: http://www.diplomatie.gouv.fr/sites/odyssee DEVELOPPEMENT-
- Développent économique et legs coloniaux en Afrique https://poldev.revues.org/135
- La norme ITIE 2016 www.eiti.org
- Le Sénégal vue d'ensemble par la Banque Mondial (http://www.banquemondiale.org/fr/country/senegal/overview)

Online Resources

- Migration irrégulière et politiques migratoires en Afrique de l'Ouest http://www.wathi.org/migrations-ouest-africaines/migration-irreguliere-politiquesmigratoires-