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: 3.00
Contact hours: 45.00
Term: Spring 2021

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:

- Critique the concept of “development”;
- Evaluate the models of development adopted in Africa from independence to present days;
- Analyze reasons that account for Africa’s economic underperformance;
- Deconstruct various developmental models applied in 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 trans-formative 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

<table>
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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>1. Surveys</td>
<td>15%</td>
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<tr>
<td>2. Written Exams</td>
<td>15%</td>
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<tr>
<td>3. Regularity and Participation</td>
<td>20%</td>
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<td>4. Practicum</td>
<td>50%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Course Requirements

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.

Attendance

**Class attendance standards at CIEE Dakar are as outlined below.**

- Regular class attendance is required throughout the program.
- Excessively tardy (over 15 minutes late) students will be marked absent, and the student will be reminded of the policy at the time of the infraction.
- Students must notify their instructor beforehand, if they will miss class for any reason. Notification must be made via Canvas, and an email copy should be sent to the Center Director and the Program Assistant for Academic Affairs.
- Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.
- Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and provide appropriate documentation to the Center Director and the Program Assistant for Academic Affairs. Make-up opportunity will be provided to the extent this is feasible.
- Students are not permitted to travel away from the program site while classes are in session, unless part of a CIEE-organized excursion.
- Personal travel and/or travel delays are not considered justifiable reasons for missing class.
- Excused absences will not result in a grade reduction (up to the 20% absentee point), and the expectation is that, when possible, the missed classwork will be made up either by an alternative or additional means of assessment appropriate to the missed material.
- Excused absences will continue to count toward total percentage accumulation of missed classes, and more than 20% total class time missed may still result in removal from the course or program (reviewed on a case-by-case basis with the CIEE Regional Director of Operations and Academic Affairs in consultation with the Center Director).

An absence in a CIEE course will only be considered excused if:
- a doctor's note from a local medical professional is provided;
- a CIEE staff member verifies that the student was too ill to attend class;
- evidence is provided of a family emergency;
- the CIEE Center Director approves an absence related to an observance of a religious holiday.

### Absences & Grade reduction

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<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>3 content classes, or 3 language classes</td>
<td>Participation graded as per class requirements</td>
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<tr>
<td>10 – 20%</td>
<td>4—6 content classes, or 4—6 language classes</td>
<td>Participation graded as per class requirements; 3% grade deduction*; written warning</td>
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<td>(students with more than 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to an immediate written warning from the CIEE Center Director / Academic Director and notification to the student's home school</td>
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<td>For absences that fall between 10-20% of total course hours, CD will issue additional written warnings to students, and notifications to the home school advisor, as relevant to the individual student situation.</td>
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<td>More than 20%</td>
<td>7 or more content classes, or 7 or more language classes</td>
<td>Automatic course failure, and possible expulsion</td>
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*Assessment type (e.g. exam, presentation) designated by instructor for missed classwork.
Subsequent absences totaling 20% or more of class time may result in failure and dismissal from the class and/or program, at the discretion of CIEE.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**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**
**Week 5**

**Class:** Rural Visits

**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 Sigil 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**

- LE CONCEPT DE DEVELOPPEMENT DURABLE : LECAS DE L'AFRIQUE SUBSAHARIENNE
- Les Africains sont-ils responsables de leur sous-développement
- La Déclaration de
Plan Sénégal Emergent (PSE) Et si on faisait le bilan macroéconomique à miparcours ?
Développement économique et legs coloniaux en Afrique https://poldev.revues.org/135
Rapport ITIE SENEGAL 2014 http://www.itie.sn
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’Ouesthttp://www.wathi.org/migrations-ouest-africaines/migration-irreguliere-politiquesmigratoires-afrique-de-louest/