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GLOBAL

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

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July 25, 2011

Administrative Board of the College of Arts & Sciences
Office of General Education
CB # 3510
300 Steele Building
UNC-CH

Dear Colleagues:

UNC LANGUAGE AND CULTURE SUMMER PROGRAM IN SENEGAL

The Center for African Studies, the Department of African and Afro-American Studies, the Department of Romance Languages and Literatures, and the Study Abroad Office are seeking your approval for a proposal to establish a summer study abroad program in Dakar, Senegal, beginning in 2012.

This program is being organized in collaboration with the **West African Research Center (WARC)**, which will also serve as the academic and logistical base. The West African Research Center was created in 1992 to promote exchanges between African researchers, West African research institutions and the USA. Its various programs and multiple services facilitate researchers' work and the collaboration among its partners which include Université Cheikh Anta Diop, the University of Nouakchott, Boston University, and various NGOs and international organizations. Additional information about WARC can be found at: <http://www.warc-croa.org/about.htm>

This proposal was developed by Dr. Mamaramé Seck and Dr. Michael Lambert (Center for African Studies), Dr. Martine Antle (Department of Romance Languages and Literatures), Dr. Robert Miles and Mr. Rodney Vargas (UNC-Chapel Hill Study Abroad). Dr. Seck, who will serve as Program Director, is a Senegalese citizen and knows Dakar very well. Dr. Lambert and Dr. Miles, have been in Dakar in recent years to develop new partnership opportunities for UNC-Chapel Hill with Senegalese institutions such as the University Cheikh Anta Diop of Dakar. Mr. Vargas visited Dakar in the spring semester 2011 to make the final logistical arrangements for this program.

Rationale for the Program in Senegal

Wolof language instruction was added at UNC-Chapel Hill in 2008 and since then, the number of students enrolled in these courses has been steady. The very first year, in fall 2008, there were just three students enrolled in the program. But in the second year, in fall 2009, 11 students enrolled; the number went up to 14 students in fall 2010 and 10 are enrolled in fall 2011. It is expected that several students that have taken the beginner level Wolof courses at UNC-Chapel Hill will apply for admission to this proposed summer program. The program will also appeal to students interested in African studies and Francophone culture, literature and history studies as demonstrated by the solid number of students that have taken the AFRI 456: Senegalese Society and Culture course taught here on campus. In the recent past, 37 students enrolled in the spring 2009 course; 11 in the spring 2010 and 31 are expected in this fall 2011.

The main goal of this program is to help students meet their foreign language requirement in the target culture, improve their Wolof and French skills, learn about a country other than their own, and broaden their perspective on African history, culture, and literature. Equally important to this goal are the following objectives the program wishes to achieve:

- To help students meet their Beyond the North Atlantic World and Global Issues Connections
- To put participating students in an intensive language immersion in which they improve their skills, develop linguistic reflexes and witness idioms in contact with native speakers
- To promote a greater understanding and appreciation of American society through comparison with civilizations of a different culture
- To broaden the understanding of details of the Senegalese diverse culture through first-hand experience and personal exploration of the infrastructure of a non-western society
- To advance the intellectual experience, independence and responsibility in the student through course requirements accomplished in a culturally challenging setting.

The program will be based in Dakar, the capital, which is a large, bustling, cosmopolitan city, located on the coast of Senegal, with a population of approximately 1.8 million. In many ways, Dakar is a hub between Europe, the United States, and the rest of the African continent. It is home to many embassies and consulates of the developed and developing world, several United Nations' offices and world organizations. Public transportation in the form of buses taxis and *cars rapides* is easily accessible and inexpensive. The hustle

and cosmopolitan flavor of Dakar are a sharp contrast to the rest of the country. A trip to the villages and towns within an hour's drive of the city offers a completely different Senegalese experience.

Program structure and content

This Senegal Summer Study Abroad program proposed for 2012 is a six-week long academic program, the scope of which embraces a Wolof language course as well as West Africa culture, literature and history. In this model, the language course will be constant and the content course could rotate during subsequent summers to allow for a greater variety of course topics and faculty involvement and hopefully draw from a broad array of Carolina students. An example would be a French Literature course: **FREN 382: *French and Francophone Prose***, which could be offered in summer 2013.

Students will earn 6 graded-credit hours by taking a language course and a content course, both listed in the UNC-Chapel Hill Undergraduate Bulletin:

1- **WOLO 401 *Elementary Wolof* (3 credits)** [or] **WOLO 403 *Intermediate Wolof* (3 credits)**

2- **AFRI 190 002 *Senegalese Society and Culture* (3 credits)**. This is an African and African-American Studies course, which can be cross listed with FRE 375.

The language course will be taught by the Dr. Mamaramé Seck with the assistance of an instructor from the partner institution WARC. Additional to the language course itself, each student will be matched with a local partner who will serve as a mentor in Wolof conversation throughout the program. Dr. Seck will serve as the professor of record for both courses and will grade each student based on class participation, quizzes and/tests group discussions, research projects, oral presentations, academic journals and peer evaluations.

Prior to departure, students will be given a list of general readings on Africa and Senegal. They will also be required to undertake research on Senegalese society and culture.

Please see **Appendix 1** for the proposed course schedule for the summer 2012 and **Appendix 2** for the program syllabi.

Program activities

Program related activities include a pre departure and on site orientations, weekend cultural excursions, journaling, written projects and debriefing seminars. Excursions and cultural enrichment activities will include a tour of Dakar and its cultural and touristic landmarks; a passage to Goree Island (UNESCO World Heritage site) and the African Renaissance Monument; Saint-Louis with a detour to Lake Rose (the Pink Lake); Toubab Dialow; and Tivaouane.

Program requirements, availability and size

While some acquaintance with the Wolof language is desirable, it is not a requirement for admission to the program. Prior knowledge of French will be useful also, but is not required for admission either. Both the faculty and the support staff at WARC speak English. The guest lecturers for the content course will provide instruction in English and provide English translation of course materials as needed. Interpreters will also be provided when the lectures are not offered in English.

The minimum GPA will be 2.80. The maximum number of students who can be accepted in the program is 12, based on limitations related to managing the field excursions, some of which will require boat travel.

The program will first be offered during the summer of 2012 and it will run for six weeks, from late June to early-August. It is expected that this program will be offered every summer in the future. The program will be available to eligible UNC-Chapel Hill undergraduate, graduate students and non-UNC students from other universities. Priority for admission will be given to UNC-Chapel Hill students.

Student Accommodation and Resources

Students have the opportunity to experience the language and culture through daily interaction with Senegalese through home stays, a key part of the program. Students will live in homestays in the neighborhoods near WARC in Dakar. Prior to moving in with their host families and as part of the on-site orientation, students spend a couple of days at a furnished apartment within walking distance of WARC. Students here discuss their expectations and learn tips to facilitate communication and integration with the host family. This time also allows students to recover from travel and jetlag and helps build a strong group dynamic.

The host families are carefully screened by WARC and are prepared to handle the dietary and hygiene needs of western students. After their first night with their host family, students reconvene to debrief, discuss initial observations and pose questions to coordinators. WARC works with students to help make the home stay a cultural learning experience, and to resolve any concerns that emerge.

The host families will provide breakfast and laundry services. Students will have lunch at WARC and for dinner, they can explore the many restaurants within easy walking distance from their homes. Supermarkets and a shopping mall are also within walking distance from the host institution and the homes.

WARC maintains a small library in its building and also provides free, wireless internet access for student laptops and smartphones. WARC will also manage all logistical

elements of the program, including an on-site orientation, information on medical doctors and health clinics, arrangements for travel excursions, and the planning of special events and extra-curricular activities. Finally, WARC will provide comprehensive support to both participants and the Resident Director in the event of any problems or emergencies.

Safety and Security

As reported by the U.S. Department of State, the two main dangers that one can encounter in Senegal are the civil unrest in the southern Casamance region and the street crime in Dakar. The program will not visit the Casamance region. Concerning street crime in Dakar, pickpocketing and bag snatching are common in downtown Dakar, especially in crowded areas such as street markets. Street traders and hustlers are also common and sometimes constitute an aggressive presence in downtown Dakar. Safety and security will be addressed before departure and during the onsite orientation sessions. Students will be advised to use common sense, to be aware of their surroundings at all times, to traveling in small groups and to avoid certain parts of the city as a strategy to reduce the risk of becoming a crime victim. It is relevant to note that the program is not based in downtown Dakar but in the neighborhood of Université Cheikh Anta Diop which is some distance from downtown and where there are very few tourists.

The US State Department offers more specific information on Senegal at the following web site:

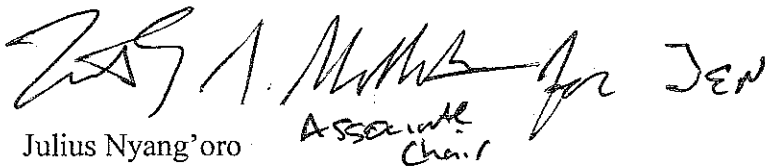
http://travel.state.gov/travel/cis_pa_tw/cis/cis_1013.html

We hope this proposal has given a clear representation of the summer study abroad program that we wish to offer in 2012 and thereafter every year. The Center for African Studies, the Departments of African and Afro-American Studies and Romance Languages & Literatures and the Study Abroad Office are excited by the potential opportunity presented and we hope the Administrative Board will give this proposal all serious consideration. We are happy to provide you with any additional information, if you desire, to aid in your evaluations of this proposal.

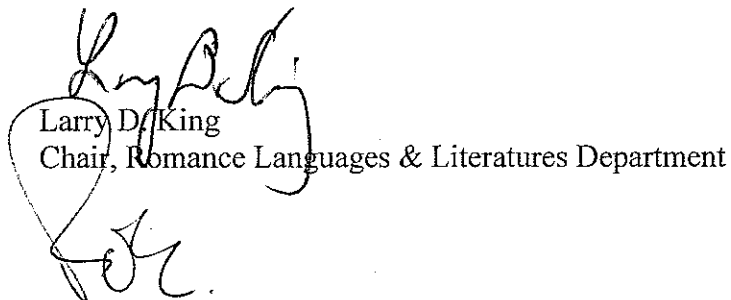
Sincerely,




Michael Lambert
Director, Center for African Studies



Julius Nyang'oro
Associate Chair
Chair, African and Afro-American Studies Department



Larry D. King
Chair, Romance Languages & Literatures Department



Robert Miles, PhD.
Associate Dean for Study Abroad and International Exchanges

APPENDIX I SCHEDULE				
DAY	DATE	LOCATION	ACTIVITY	CONTACT HOURS
Thursday	June 21, 2012		Travel	
Friday	06/22	WARC	Orientation at WARC Staff & students meeting	
Saturday	06/23	Dakar	City Tour	
Sunday		Free Day	FREE DAY	
Week # 1				
Monday	06/25	WARC (Courses begin)	AM CLASS: lang. course	2
			PM CLASS: content course	2
Tuesday	06/26	WARC	AM CLASS: lang. course	2
			PM CLASS: content course	2
Wednesday	06/27	WARC	Internship/conversation	
			Internship/conversation	
Thursday	06/28	WARC (Courses begin)	AM CLASS: lang. course	2
			PM CLASS: content course	2
Friday	06/29	WARC	AM CLASS: lang. course	2
			PM CLASS: content course	2
Saturday	06/30	Goree Island	Excursion	
Sunday	07/01	Free Day	Free Day	
Week # 2				
Monday	07/02	WARC	AM CLASS: lang. course	2
			PM Class: content course	2
Tuesday	07/03	WARC	AM Class: lang. course	2
			PM Class: content course	2
Wednesday	07/04	WARC	Shopping	
			July 4 Celebration	
Thursday	07/05	WARC	AM Class: lang. course	2

			PM Class: content course	2
			PM Class: lang. course	2
Friday	07/06	WARC	PM Class: content course	2
Saturday	07/07	African Renaissance Monument	Excursion	
Sunday	07/08	Free Day/Volunteering	Free Day/Volunteering	
Week # 3				
			AM Class: lang. course	2
Monday	07/09	WARC	PM Class: content course	2
			AM Class: lang. course	2
Tuesday	07/10	WARC	PM Class: content course	2
			Internship/conversation	
Wednesday	07/11	WARC	Internship/conversation	
			AM Class: lang. course	2
Thursday	07/12	WARC	PM Class: content course	2
			AM CLASS: lang. course	2
Friday	07/13	WARC	PM CLASS: content course	2
Saturday	07/14	Tivaouane/Saint-Louis	Excursion	
Sunday	07/15	Tivaouane/Saint-Louis	Excursion	
Week # 4				
			AM Class: lang. course	2
Monday	07/16	WARC	PM Class: lang. course	2
Tuesday	07/17	WARC	AM Class: lang. course	2
			PM Class: content course	2
			Visit to Tele Future Media (TFM)	
Wednesday	07/18	WARC	Internship/conversation	
			AM Class: lang. course	2
Thursday	07/19	WARC	PM Class: content course	2
Friday	07/20	WARC	AM Class: lang. course	2

			PM Class: content course	2
Saturday	07/21	Free Day/Volunteering	Free Day/Volunteering	
Sunday	07/22	Khombole /Touba	Excursion	
Week # 5				
Monday	07/23	WARC	AM Class: lang. course	2
			PM Class: content course	2
Tuesday	07/24	WARC	AM Class: lang. course	2
			PM Class: content course	2
Wednesday	07/25	WARC	Internship/conversation	
			Internship/conversation	
Thursday	07/26	WARC	AM Class: lang. course	2
			PM Class: content course	2
Friday	07/27	WARC	AM Class: lang. course	2
			PM Class: content course	2
Saturday	07/28	Free day/Volunteering	Free Day/Volunteering	
Sunday	07/29	FREE DAY	FREE DAY	
Week # 6				
Monday	07/30	WARC	AM Class: lang. course	2
			PM Class: content course	2
Tuesday	07/31	WARC	AM Class: lang. course	2
			PM Class: content course	2
Wednesday	08/1	WARC	Internship/conversation	
			Internship/conversation	
Thursday	08/02	WARC	AM Class: reading day	
			PM Class: reading day	
Friday	08/03	WARC	AM Class: final exam	1
			PM Class: final exam	1
Saturday		Shopping	Shopping/ Kermel market/Dakar	
Sunday		Shopping	Shopping/ Sandaga market/Dakar	
Monday		Back to the US	Travel	
			Total Contact Hours:	
			Language	45
			Content	45

APPENDIX 2

Course Syllabi

WOLOF 1 (WOLO 401 [001])

Course schedule: TBD

Instructor: Mamarama seck

Email: mseck@email.unc.edu

Office number and hours TBD

Course material:

Wolof lexicon and Grammar by Sana Camara (National African Language Resource Center, 2006)

Handouts provided by the instructor

Useful websites:

http://langmedia.fivecolleges.edu/lm_collection.html

http://langmedia.fivecolleges.edu/collection/lm_senegal/sn_index.html

<http://www.africanculture.dk/gambia/ftp/wolfgram.pdf>

<http://www.africanculture.dk/gambia/ftp/wollof.pdf>

Course description:

The word Wolof refers both to the language and the community that speaks it. Wolof belongs to the West Atlantic group of the Niger-Congo family, one of the four language families in Africa (according to Greenberg's classification). Other directly related languages in West Atlantic are Pulaar (the Senegambian variety of Fula), Serer (also spelled Seereer or Sereer), Cangin languages (such as Non, Ndut), and Joola (also spelled Dyola or Diola).

The language is spoken primarily in Senegal and the Gambia (hereafter Senegambia), on the Northwestern coast of Africa, where it is also used as a lingua franca. It is also spoken on a smaller scale in the neighboring countries of Mauritania, Mali and Guinea. Immigrant groups use it in West Africa (e.g., in Côte d'Ivoire, Gabon), Europe (in particular France and Italy), and the United States (mainly in New York City). Although Wolof is spoken as a first language by only 36% of the Senegalese, and 16% of the Gambians, when non-native speakers are included, the percentage soars to about 80% of the total population of Senegal and the Gambia (approximately twelve million).

This is a beginning level class. Students will acquire basic skills such as pronunciation, reading, speaking and writing throughout the cultural context. If you want to travel to Senegambia for field research and need to interact with people, this course is strongly recommended.

Speaking and writing goals

- Students use appropriate Wolof expressions and gestures to greet and take leave of teachers and classmates.
- Students give and follow simple instructions in Wolof in order to participate in

classroom activities.

- Students share their likes and dislikes in Wolof with each other or with students at other schools via notes, letters or e-mail.
- Students role play in Wolof everyday situations, such as buying and selling wares in the market or ordering food at eateries.
- Students talk about and describe aspects of the Wolof world, such as food, clothing, types of dwellings, modes of transportation, buildings, and monuments.
- Students ask and answer questions in Wolof about topics such as family, school, animals, familiar objects, and possessions. These exchanges may be done in person or via notes, e-mail, CDs, DVDs or videos.
- Students express aches and pains pointing to appropriate body parts.
- Students ask and tell time.
- Students ask and provide directions

Listening and reading goals

- Students follow oral instructions in Wolof related to daily classroom activities.
- Students understand oral and/or written statements in Wolof on familiar topics, such as numbers, time of day, and weather.
- Students read and/or listen in Wolof to descriptions and identify the corresponding pictures or illustrations, such as people, animals, objects, places, common activities, weather and time of day.
- Students understand familiar songs, poems, videos, stories and folk tales in Wolof.
- Students understand brief spoken or written Wolof messages on familiar topics, such as personal preferences, family, school, and celebrations.
- Students understand the content of simple Wolof realia, such as picture books, menus, posters or advertisements.
- Students prepare and present short announcements in Wolof, such as the current date, time and weather information.
- Students retell stories in oral and written Wolof.
- Students prepare and present in Wolof short illustrated personal descriptions of topics, like their home or their family.
- Students prepare and contribute information in Wolof for an audio or video exchange or for web page on topics, such as school and hobbies.
- Students prepare and present and/or record in Wolof puppet shows, short skits, and simple plays based on familiar folktales and stories
- Students dramatize Wolof songs and poems.

Cultural goals

- Students use appropriate gestures and Wolof expressions for greetings, leave takings and common classroom interaction.

- Students participate in age-appropriate cultural activities such as games, songs, dances, celebrations, story telling, or dramatizations.
- Students identify social customs that are of interest to either children or adults; topics may include traditional foods, aspects of family life, and typical holidays in Wolof society.
- Students identify the similarities and differences between school life in their own region and in Wolof society.
- Students identify and recognize products and symbols of the Wolof world, such as foods, clothing, type of dwellings, modes of transportation, and famous monuments.
- Students identify and learn about products reflecting the lifestyle of people in various Wolof communities, such as household items, clothing, and foods.
- Students recognize and experience or interact with the products of Wolof culture, such as ritual songs and tales.
- Students identify age-appropriate folk art and crafts typical of Wolof culture, and, where appropriate, produce similar pieces, such as Wolof tie-dye materials, and beaded materials.
- Students identify the general characters and themes of the Wolof-language comic books and youth magazines.
- Students identify typical clothing for special events and days of the week (e.g. Friday's clothing).

Grading policy

Attendance and class participation 10%

Weekly quizzes 20%

Weekly written assignments 20%

Midterm exam 20%

Final exam 30%

Grading scale

Grade points are assigned as follow:

A 4.0	C+ 2.3
A- 3.7	C 2.0
B+ 3.3	C- 1.7
B 3.0	D+ 1.3
B- 2.7	D 1.0
	F 0.0

Attendance and participation:

Students are expected to attend every single class and participate in all activities in the classroom. I also encourage you to participate in the extra curriculum activities such as cooking, Wolof table, cooking sections, and so fourth.

Weekly quizzes:

There are weekly short quizzes. Five of the six will count towards the 20% of the total grade. There will be no make-up quizzes except for unavoidable circumstances.

Writing assignments:

There are weekly assignments. I will announce, early in the week, the specific assignment to complete so that you can start working on it and turn in it by the end of the week.

Midterm exam:

There is an Oral Proficiency Interview to assess your oral proficiency level. You will role play with your instructor on topics already covered in class but are also encouraged to go beyond those topics. There is also a written midterm exam.

Final exam:

The final exam includes another Oral Proficiency Interview with your instructor as well as an oral presentation in class on a topic of your choice. A paper of that presentation needs to be turned in.

Course calendar

Week 1:

Meeting between strangers ‘daje diggante ay jambur’

Meeting between friends ‘daje diggante ay xame’

Quiz # 1

Week 2:

Introducing yourself ‘wax ci sa bopp’

Introducing others ‘wax ci keneen’

Quiz # 2

Week 3:

Family and housing ‘njaboot ak dëkkuwaay’

Eating ‘lekk ak naan’

Quiz # 3

Week 4:

Numbers and Money ‘waññ ak xalis’

At the corner store ‘ci bitig ba’

Quiz # 4

Week 5:

At the market place “ca ja ba’

Using means of transportation ‘jël waruwaay’

Quiz # 5

Week 6:

Telling time ‘wan waxtoo jot’

Visiting relatives ‘seeti say mbokk’

Quiz # 6

WOLOF 3 (WOLO 403 [003])

Course schedule: TBD

Instructor: Dr. Mamarama seck

Email: mseck@email.unc.edu

Office number and hours: TBD

Course material:

Wolof lexicon and Grammar by Sana Camara (National African Language Resource Center, 2006)

Handouts provided by the instructor

Wolof 401 & 402 Textbook: Nanu Dégg Wolof, by Omar Ka (National African Language Resource Center, 2009)

Course description:

The word Wolof refers both to the language and the community that speaks it. Wolof belongs to the Atlantic group of the Niger-Congo family, one of the four language families in Africa, and specifically, the northern subgroup of the Atlantic languages. It is most closely related to Fula, Seereer-Siin, and the Cangin languages.

Wolof is spoken primarily in Senegal and the Gambia, on the northwestern coast of Africa. It is also spoken on a smaller scale in the neighboring countries of Mauritania, Mali and Guinea.

Although Wolof is the native language of only 44 per cent of the Senegalese population corresponding to the national percentage of the Wolof ethnic group, it is spoken by about 90 per cent as a first or second language.

This course is intended for learners who have already acquired Wolof proficiency in WOLO 401 and 402. It increases communicative proficiency and language learning ability as well as proficiency in cultures of the Wolof people.

Speaking and writing goals

- Students use Wolof in culturally appropriate gestures in everyday social situations, such as greetings, leave-taking or introductions.
- Students give and follow instructions in Wolof related to daily classroom activities.
- Students engage in Wolof role-play situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.
- Students share opinions, preferences and feelings in Wolof with their classmates.
- Students engage in Wolof role-play or participate in authentic situations where they clarify information, such as comparing transportation schedules with a clerk, or solve problems, such as exchanging an unwanted item in a store, asking and telling time and directions.
- Students prepare, illustrate, and present materials in Wolof, such as advertisements, posters and menus.
- Students dramatize poems, stories, songs, skits or short plays in Wolof, for example, a Wolof folk tale.
- Students create and present oral reports in Wolof on topics of their choice.
- Students use Wolof to discuss current issues or historical events, for example, elections.

- Students prepare and present brief reports in Wolof about personal experiences, school happenings, and current issues.
- Students perform scenes from Wolof plays, live or on video.
- Students share their opinions via written exchanges in Wolof on what they have recently read or seen, such as articles, short stories, books, comics, movies, videos, music, and art.
- Students write an article or essay for publication in Wolof on topics of personal interest.
- Students write and produce a short original Wolof recording, such as a newscast

Listening and reading

- Students understand and follow oral and written directions in Wolof related to daily classroom activities.
- Students understand the plots, characters, and themes in Wolof literary works.
- Students understand and identify main ideas and principal characters in brief reading selections and Wolof cultures.
- Students understand information from Wolof Internet sources on a variety of topics, for example, weather, current events, and sports.
- Students understand main ideas and significant details of materials in Wolof, which are accessible to teenage readers, such as magazine articles, short stories, poetry and short novels, for example.

Cultural goals

- Students observe and use age-appropriate Wolof verbal and non-verbal communication in conversations and messages.
- Students learn about and participate in activities enjoyed by young Wolof speaking people such as games, sports, music, dance, drama, and celebrations.
- Students recognize and develop an awareness of social customs in the Wolof speaking world; topics may include family life, folklore, and typical holidays, such as Korite, Tabaski, Tamxarit (*Tamkharite*), Gàmmu (*Gamou*) and Màggal (*Magal*).
- Students discuss stereotypes that Americans may make about the people and customs of Wolof culture, such as “All Wolof people practice traditional religions” or “Africans all dress in native colorful robes”.
- Students learn about and participate in activities enjoyed by Wolof speaking teenagers and adults such as sports, music, games, and entertainment.
- Students watch movies, commercials or documentaries from Wolof land and explain cultural patterns and social behaviors that they see on the screen. Students can also explain how these products reflect the perspectives of the culture.
- Students identify the general themes of music and recognize performers, such as Yuusu Nduur (*Youssou Ndour*), Ismayla Lóó (*Ismael Lo*) and so forth, and television programs that are popular both in Senegal and in the diasporas.
- Students listen to music and watch Wolof-language films or television programs that are popular with young people in Senegambia.
- Students learn about and recognize artistic contributions, from Wolof culture in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.
- Students identify and explore the function of everyday products from the Wolof world, such as food, clothing, household items, tools and musical instruments.

- Students view films made about Wolof society and culture, and pick out representative cultural products, for example, beaded materials, tie-dye materials and hand-woven crafts, and so on, and can explain how the products reflect the perspective of the culture.

Grading policy

Attendance and Class Participation 10%

Weekly Quizzes 20%

Weekly Written Assignments 20%

Midterm Oral and Written Exam 20%

Final Oral and Written Exam 30%

Grading scale

Grade points are assigned as follow:

A 4.0	C+ 2.3
A- 3.7	C 2.0
B+ 3.3	C- 1.7
B 3.0	D+ 1.3
B- 2.7	D 1.0
	F 0.0

Attendance and participation:

Students are expected to attend every single class and participate in all activities in the classroom. I also encourage you to participate in the extra curriculum activities such as Wolof table, cooking sections, and so forth.

Weekly quizzes:

There are weekly short quizzes that count towards the 20% of the total grade. There will be no make-up quizzes except for unavoidable circumstances.

Writing assignments:

There are weekly assignments. I will announce the specific assignment early in the week so that you can have it ready on Friday.

Midterm exam:

There is an Oral Proficiency Interview to assess your oral proficiency level. You will role play with your instructor on topics already covered in class but are also encouraged to go beyond those topics. There is also a written midterm exam.

Final exam:

The final exam includes another Oral Proficiency Interview and a written exam.

Weekly calendar

Week 1: Family in Senegal 'njaboot ci Senegaal'

Health in Senegal 'wër-gi-yaram ci Senegaal'

At the doctor's office 'ci kër doktoor'

Quiz #1

Week 2: Sports in Senegal 'Tàggat-yaram ci Senegaal'

Raising/Educating a Child in Senegal 'yar xale ci Senegal'

Quiz # 2

Week 3: Youth in Senegal 'ndaw ñi ci Senegaal'

Traditions or Modernity 'Aada walla jamono'

Quiz # 3

Week 4: Ethnic Groups in Senegal 'xeet yi ci Senegaal'

Caste System in Senegal 'ñeeño yi ak géer ñi'

Quiz # 4

Week 5: The Stance of the Griot in Wolof society 'Taxawaayu géwél ci Wolof yi'

Religion in Senegal 'diine ci Senegaal'

Quiz # 5

Week 6: Music in Senegal 'misig ci Senegaal'

Naming ceremony and marriage in Senegal 'Ngente ak takkum jabar ci Senegal'

Quiz # 6

**TOPICS IN SENEGALESE SOCIETY AND CULTURE
SUMMER 2012**

CLASS MEETING: June 21-August 7, 2012

INSTRUCTOR: Dr. Mamaramé Seck

COURSE DESCRIPTION AND OBJECTIVES

This course provides an overview of Senegalese culture through lectures, literary works and scholarly books and articles. The course aims at examining the geography, population, ethnic composition, thoughts and religious beliefs, arts and music, status of women and the impact of the *tariqas* or Sufi orders on people's daily life and Senegalese politics.

By taking this course, students meet their *beyond the North Atlantic world and global issues Connections requirements*.

COURSE READINGS (Also included in your course pack)

1. Accommodationist Sufi Islam and Rites of Passage: Tensions and Ambiguities (*R.M. Dilley 2004 Chapter 5: pages 115-130*)
2. The Griot Lineage--We Are One (Tang 2007 Chapter 3: pages 47-56)
3. The Griots' Position in the System of Social Stratification (*Isabelle Leymarie 1978: Chapter 5: pages 111-148*)
4. Senegal behind glass: images of religious and daily life (Anne-Marie Bouttiaux-Ndiaye 1994: powerpoint presentation)
5. Contemporary Art of Senegal (1980: pages 7-10)
6. Sufism and religious brotherhoods in Senegal (Mbacké, Khadim 2005: pages 26-71)
7. Conflict and Colonization: A New Generation of Sufi Reformers (*John Glover 2007: Chapter 2: pages 55-81*)
8. Genre and Gender in the Autobiographical Exchange (*Lisa McNee 2000 Chapter 4: pages 61-78*)
9. Women of Dakar and the Surrounding Urban Area by Solange Falade (ed. By Denise Paume 1971: 217-229)
10. So Long A Letter Heinemann African (*Mariama Bâ 1981 Chapter 13: pages 35-50*)

ATTENDANCE POLICY AND EXPECTATIONS

You are encouraged to attend classes regularly and participate actively in class discussion. You can only do this if you complete all assigned readings before class.

COURSE EVALUATION

<i>Class attendance and participation</i>	<i>10%</i>
<i>Midterm exam</i>	<i>20%</i>
<i>Weekly Assignments</i>	<i>20%</i>
<i>10 page essay on a topic of your choice</i>	<i>20%</i>
<i>Oral presentation of paper of your essay</i>	<i>10%</i>
<i>Final exam</i>	<i>20%</i>
<i>Total:</i>	<i>100%</i>

Essay on a topic of your choice: Each student will select a topic of his/her choice and search the library, surf the web, read newspapers, or consult electronic media for information about that topic. This is an opportunity for you to gain in-dept knowledge of a particular aspect of Senegalese society. The question you must answer when elaborating on your topic is how your work helps you and others to understand Senegalese society and culture. You must acknowledge your source(s) of information appropriately. Your paper should be typed-written on font 12 and should be 10 pages double-spaced long with 1 inch margin. Stylistic requirement for the paper should be APA or MLA. Typographical mistakes/errors, poor spellings, and grammatical faults will be penalized.

Oral Presentation of paper: Every student will give an oral presentation of his/her topic of interest. There will be 10 minutes for presentation and 10 minutes devoted to questions and discussion on each presentation.

WEEKLY BREAKDOWN OF COURSE**WEEK I**

Days	Topic	Reading
06/25- 06/29	Map and geography Ethnic composition	Maps of Senegal: geography, Ethnic composition, linguistic communities
Notice	Assignment 2 due on 07/02	

WEEK II

Days	Topic	Reading
07/02-	Traditional and religious	<i>Islamic and caste knowledge practices</i>

07/06	beliefs Case study: The <i>Lebou</i> community Guest lecturer	<i>among Haalpulaaren in Senegal: between mosque and termite mound</i> by R.M. Dilley. Chap. 5 pages 115-130
Notice	Assignment 2 due on 07/09	

WEEK III

Days	Topic	Reading
07/09-07-13	Ethnography of speaking in West-African society Role of Orality in Senegalese society Traditional and modern music in Senegal Guest lecturer	<i>Masters of the sabar : Wolof griot percussionists of Senegal</i> by Patricia Tang Chap. 3 pages 47-56 <i>The role and functions of the griots among the Wolof of Senegal</i> Isabelle Leymarie Chap. 5 pages 111-148
Notice	Midterm Exam on 07/16	

WEEK IV

Days	Topic	Reading
07/16-07/20	Art and crafts Guest lecturer	<i>Senegal behind glass: images of religious and daily life</i> by Anne-Marie Bouttiaux-Ndiaye: [translated from the French]. Davis Library NK5435.S38 B68 1994 <i>Contemporary art of Senegal.</i> Art Library N7399.S4 C62 1980:7-10
Notice	Assignment 2 due on 07/23	

WEEK V

Days	Topic	Reading

07/23-07/27	Role of the Tariqas or Sufi orders in Senegal Guest lecturer	<i>Sufism and religious brotherhoods in Senegal</i> by Mbacké, Khadim 2005: pages 26-71 <i>Sufism and jihad in modern Senegal: the Murid order</i> by John Glover. Chap. 2 pages 55-81
Notice	Assignment 2 due on 07/30	

WEEK VI

Days	Topic	Reading
07/30-08/03	Women in Senegalese society through literary and artistic expressions Final exam on 08/03	Selfish gifts: Senegalese women's autobiographical discourses Lisa McNee 2000 Chapter 4: pages 61-78 Women of Dakar and surrounding urban area by Solange Falade ed. By Denise Paume 1971: 217-229 Excerpt from <i>So long a letter</i> by Mariama Bâ ; translated from the French by Modupé Bodé-Thomas Chap. 13 pages 35-50
Notice	10 page essay due one week after completion of the program on 08/06	