



DOMINICAN UNIVERSITY of CALIFORNIA

School of Liberal Arts and Education

Visiting Senegal, Virtually
EDUO 9958 2 or 3 Semester Credits/Units
Instructor – Julia Seufert
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Course Syllabus

Course Overview:

Experience Senegal without the costs or time of in-person travel. Study history, geography, economics, and tourism through web-based articles and videos. There are no required texts or locations. The entire course is online and self-paced. Explore interesting facets of the Land of Teeranga in western Africa. Study the country from economic, geographic, and historic perspectives. Understand the country's touristic importance. Develop an ad campaign highlighting Senegal's culture, history, and geography. **There is a required text (student's choice) only for the 3-Credit/Unit option.**

Course Learning Objectives:

Students will present:

- Evidence of having studied the country through historic, geographic, and economic articles.
- Information and knowledge learned from the articles and videos.
- Three classroom lessons that were taught using the knowledge gleaned from each of the virtual visits.
- The common core standards achieved in objective #3.

Course Relation to CCS or other Professional Standards:

By submitting three lesson plans based on the knowledge obtained from this course, professionals are relating their learning to:

- NBPTS: Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- The standards that they choose for each lesson will be individually determined based on the specific lesson, student need, and the state in which the lesson is taught

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments

Course Assignments Part A:

1. Pre-trip summary (1.a)
 - a. Write a single page letter to the editor of a travel blog asking for more articles about Spain. Explain in your letter what you already know, what you think you know, and what you would like to learn about Spain.

2. A summary of Spanish History (2.b.c.)
 - a. Read Article One A - [Senegal's Country Profile](#)
 - b. Read Article One B - [Senegal's Historical Timeline](#).
 - c. Use your personal interests to conduct individualized research into Senegalese history. List the resources you found on the required summary in part d below.
 - d. To your surprise, the travel blog has tasked you with writing the articles about which you asked. Using the information you have learned, write a single page summary of Senegalese history. Base your summary article around the following question: In your opinion, *which aspects of Senegal's history most contribute to its current political climate?*

3. A tour map (3.d.e)
 - a. Read Article Two - [Senegalese Geography](#)
 - b. Browse einformation on this page (7 sites listed as Unesco and 8 on the tentative list) - [Senegal's UNESCO World Heritage Sites](#)
 - c. Read Article Three - [Lonely Planet's Guide to Senegal](#)
 - d. Read Article Four - [Senegal's Geography and Climate](#)
 - e. Write a one-page article for the travel blog aimed at an audience who has never traveled to Senegal. The blog has asked you to write a piece titled 'Two Weeks in Senegal' and to offer two different, but detailed, itineraries.
 - f. Design a map to accompany your travel article. Draw/create the outline of the country and label at least twenty (20) landmarks including cities, geographic features, UNESCO sites, etc. Don't forget to highlight the suggested itineraries from your article. The map may be created by hand or using an online tool of your choice.

4. Economic Summary (4.c.d)
 - a. Read Article Five - [Heritage Foundation Senegal](#)
 - b. Read Article Six - [Economy of Senegal](#).
 - c. Use your own interests to conduct personalized research into the Senegalese economy. List the resources you found in the summary below.
 - d. The travel blog has, once again, asked you to write an article. This one is about the economy. Write a 500-word article based on the following questions: *What are the main sectors of Senegal's economy? Which are the most stable? Which are the least table? Explain and justify your responses.*

5. Cultural Postcard (5, e)
 - a. Read Article Seven - [Sabar Dance](#)
 - b. Read Article Eight A and B - [The Arts of Senegal](#) and [Senegalese Cuisine](#)
 - c. Read Article Nine - [Culture, Customs, and Etiquette of Senegal](#)
 - d. The blog is asking for an article about Senegalese culture. Choose your preferred theme - food and cuisine, the arts, dance, etiquette, or a combination – and write a two-page article using your

new cultural knowledge and competence. Pretending that you have spent time in Senegal, add a descriptive personal anecdote such as: Did you ever make a cultural faux pas? Was there an aspect of the cuisine you didn't like? What surprised you? Did you attempt to learn Sabar? What did you find that was similar to or at odds with your own culture?

6. Tourism Advertisement (5.b)

- a. Browse: [Senegal's Official Tourism Website](#) There is so much to see here!
- b. That travel blog is calling again. This time they want you to design a spread that supports tourism. Design an article or advertisement highlighting and describing key aspects of Senegal's economy, geography, history, culture, etc. You must include:
 - i. a catchy title or slogan
 - ii. demonstration of specific knowledge learned in activities 2-5
 1. How does Senegalese history lend itself to tourism?
 2. What about its geography makes Senegal a desirable tourist destination?
 3. How does Senegalese culture support Senegal as a tourist destination?
 - iii. a minimum of eight (8) visuals
 - iv. a convincing closing. *Why should a tourist travel to Senegal?*

7. Post-trip Summary (6.a)

- a. Think about what you have learned during this trip and reflect on what you have not learned. Considering the following questions, write and submit a one-page reflection: *What is lacking by taking this trip virtually rather than in person? Which aspects of a country can you only experience in-person?*

8. Lesson Plans (7.a-b)

- a. Submit three dynamic lesson plans demonstrating incorporation of knowledge from this course into your classroom.
- b. List and describe how your lessons incorporate National Standards in your state.

1. Additional One Credit (1, a-c)

- a. Research the literary [Negritude Movement](#) in sufficient detail to be able to compare/contrast fact with fiction.
- b. Choose one of the following authors and read one of their books/writings/papers. Then, considering what you have learned in this course, write a thorough response to each of the questions in part c below.
 - Aimé Césaire
 - [Léopold Sédar Senghor](#) (first President of Senegal)
 - Camara Laye
 - Léon Damas

- c. Using the following questions as a guide, write a three-page single-spaced reflection on the book of your choice. Focus on the role of Colonialism and the Negritude Movement.
- i. Conflict: What was the Negritude movement? What conflicts created the birth of the movement?
 - ii. Context: What inequities has the author likely seen or experienced to cause them to express themselves with the written word?
 - iii. Cause: Was there a single event that caused the Movement or was it built up over time? Be clear and specific and justify your response.
 - iv. Characters: Who are the main players in the events of the Movement? How are these players portrayed as characters in the literature you have chosen to read?
 - v. Course: What events led to the characters
 - vi. Conclusion: What was the ultimate conclusion for the characters/players? Is there a conclusion or is it on-going? Is there anything about this conclusion - or lack thereof - that can help us to understand later or current historical events?
 - vii. Consequences: What has happened as a result of the Negritude Movement?

Course Assessment Rubric:

<p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOTACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- a. Read Article One A - Senegal's Country Profile.
 - i. <https://www.bbc.com/news/world-africa-14093674>
- b. Read Article One B. - Senegal's Historical Timeline
 - i. <https://www.bbc.com/news/world-africa-14093813>
- c. Read Article Two - Senegalese Geography
 - i. <https://www.britannica.com/place/Senegal/Land>
- d. Browse each link on the website - Spain's UNESCO World Heritage Sites
 - i. <https://whc.unesco.org/en/statesparties/sn>
- e. Read Article Three - Lonely Planet's Guide to Senegal
 - i. <https://www.lonelyplanet.com/senegal>
- f. Read Article Four - Senegal's Geography and Climate
 - i. <https://www.britannica.com/place/Senegal/Climate>
- g. Read Article Five - Heritage Foundation Senegal
 - i. <https://www.heritage.org/index/country/senegal>
- h. Read Article Six - Economy of Senegal
 - i. <https://www.britannica.com/place/Senegal/Economy>
- i. Read Article Seven - Sabar Dance
 - i. <https://danceask.net/sabar-dance/>
- j. Read Article Eight - The Arts of Senegal and Senegalese Cuisine
 - i. <https://www.britannica.com/place/Senegal/The-arts>
 - ii. <https://togetherwomenrise.org/customsandcuisine/customs-and-cuisine-of-senegal/#:~:text=In%20the%20semi%20Darid%20interior,or%20simply%20eaten%20with%20bread.>
- k. Read Article Nine - Customs, Culture and Etiquette of Senegal
 - i. <https://www.commisceo-global.com/resources/country-guides/senegal-guide#:~:text=Meeting%20and%20Greeting%20Etiquette&text=Close%20friends%20may%20hug%20each,other%20Muslim%20or%20Arab%20countries.>
- l. Browse: [Discover Senegal - Official Tourism Website](#)
- m. Negritude Movement:
 - i. <https://www.britannica.com/art/Negritude>