



## **SUSTAINABLE DEVELOPMENT IN THE FRANCOPHONE WORLD      EDUCO FALL 2024**

**PROF. DAUPHINE SLOANE, FACULTY IN RESIDENCE, TULANE UNIVERSITY**

### **I – Course Description**

Sustainable Development in the Francophone World, taught in the French language, focuses on political, economic, and social aspects of development in francophone developing areas, especially in Africa. We will also discuss disaster relief issues with a focus on Haiti. Topics of discussion include: Sustainable Human Development theory; colonial heritage and neocolonialism; French and European Union (EU) development practices in terms of trade, investment, and foreign aid; public-private partnerships; entrepreneurship as a tool of development; and the impact of globalization and migration on the regions in question. We will examine development programs in areas such as poverty, food security, health, education, human rights and gender equity, clean energy, and the environment, and we will assess the performance and prospects of the United Nations Millennium Development Goals (2000-2015) and Sustainable Development Goals (2016-2030).

This course is designed for students intending to work in governmental agencies, international organizations, non-governmental organizations (NGOs), or private sector firms involved in development and/or relief in French-speaking developing countries. Students will acquire concrete knowledge of sustainable development's current applications in the francophone world while enriching their French language fluency in the field of development.

### **II – Expected Learning Outcomes**

The objectives of the course are to give students the following knowledge, skills, and competencies:

- Understand the main principles of Sustainable Human Development and assess their implementation in francophone nations of the Global South
- Explore the historical context of African francophone countries including their colonial heritage, the decolonization process, and their common characteristics in terms of political systems and institutions

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- Examine the nature and evolution of political and economic ties that have prevailed within the francophone developing world as well as with France and the EU
- Determine the specificities of French and EU development and relief policies regarding the francophone developing world, evaluate their performance, and suggest improvements thereof
- Uncover the challenges of the United Nations Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) and formulate the correct questions and analyses to assess their performance and prospects in francophone developing countries
- Investigate the potential of entrepreneurship for grassroots development
- Identify the patterns of migration in the region, as well as their political, economic, social, and environmental causes and consequences
- Access current French language publications and other resources, and research information relevant to sustainable human development in general and the SDGs in particular
- Present analyses orally and in writing in correct French and in a format appropriate for the purpose at hand
- Enhance research and analytical skills
- Achieve improved reading, writing, listening, and speaking fluency in the French language needed in the field of international development

To achieve those objectives, the course will rely on assigned readings and video/audio sources, instructor and guest lectures, discussions, case studies, field trips to relevant Paris neighborhoods, museums, and organizations, as well as the assignments described below.

### III – Assessment

Course grading is as follows:

- Attendance and Active Participation		15%
- Essays	15%	
- Reflection Pieces	10%	
- Student-Led Discussions	10%	
- Country Oral Presentation		10%
- Midterm Exam	15%	
- Final Project (paper 20% + findings presentation 5%)		25%
Total		100%

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## Grading Criteria

A 93-100	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
B+ 87-89	C+ 77-79	D+ 67-69	F 0-59

## **Course Requirements** (All assignments in French)

At the beginning of the semester, students will **select a francophone developing country** (referred to as “target country”), which will be the focus of their oral presentations, essays, and final papers.

### **- Attendance and Active Participation**

Students are responsible for attending every class and field trip as well as completing all assignments by their due date. They are expected to participate actively in class discussions by raising questions, debating with their peers, and sharing their knowledge of and opinions on the topics discussed in class. To best prepare for active participation, students will either respond to reflection questions provided by the instructor ahead of time or develop their own discussion questions on the day’s assigned readings.

Should class be taught remotely (see below), various Zoom tools will be used to facilitate students’ participation such as “reactions,” chat box, and breakout rooms. Webcams must be turned on in order for our virtual classroom to feel as real as possible and to encourage optimal interaction.

Students are entitled to one absence during the semester without penalty, unless excused for valid reasons – such as illness, family emergency, ADA accommodation (determined on a case-by-case basis), and University-sponsored travel – and supported by appropriate documentation. A second unexcused absence will incur an automatic lowering of your grade by one point. At the third unexcused absence, you will fail the class.

Excessive tardiness to class or field trips, or failure to remain in attendance for the entire session may be counted as absences. If students must miss class for any reason, they are responsible for any work involved, including completing reading and written assignments, reviewing class slides, and obtaining notes from classmates.

EDUCO policy prohibits the use of AI and tools such as ChatGPT in the production of assignments. Your essays and oral presentations must be of your own creation, and

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anything that does not come directly from you must be cited and acknowledged according to the rules in force.

### **- Essays**

Choice of two out of three papers:

1. Examine a specific development project relevant to one of the SDGs undertaken in students' target country and evaluate its feasibility and sustainability.
2. Compare and contrast a French/EU and a US Official Development Assistance (ODA) or Humanitarian Aid program implemented in the target country and assess their respective impact.
3. Select one type of innovative enterprise from Severino & Hajdenberg, *Entreprenante Afrique*, and consider whether and how it could be carried out with any success in the target country.

Essays should be:

- 3-4 double-spaced pages (Word, font 12)
- well-organized, succinct, and to the point (addressing the question)
- properly referenced (MLA format)

Students will be asked to submit a first draft, which will be reviewed and graded on both substance and language. Students will then submit a second draft, taking instructor's comments into account, and a final score will be given averaging both grades. With such immediate feedback, students will be in a better position to develop their French writing proficiency.

### **- Reflection Pieces**

In order to enhance the benefits of this class's experiential learning, students are required to complete short reflection pieces (300-400 words) responding to instructor's prompts on field trips and guest lectures. Reflection pieces will be submitted via email.

### **- Student-Led Discussions**

Students will lead discussions on some of the assigned readings, for which they will sign up at the beginning of the semester. Students are asked to summarize the text and present their analysis of the piece. They will also prepare questions for the class and discussion/debate points so a lively conversation may ensue. Slides are not needed for this assignment. However, students' notes should be submitted in electronic form or hard copy to the instructor prior to or immediately after their presentations. Students

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may use their notes while they present but should not read a prepared text so they may engage the class as much as possible.

### **- Country Oral Presentation with Power Point**

Students will research their target country thoroughly and present it to the class. They will prepare a 15- minute PPT presentation followed by class discussion. Students should include an overview of their country's geography/demography, history, political context, and economic and human development. They will focus on one specific aspect of development/SDG goal that presents a particular challenge in their selected country (e.g. poverty, food security, health, education, gender, environment, migration, etc.). This case study will serve as a basis for the final paper.

Again, students may use notes but should not read slides or prepared texts; contents must be precise and well organized, enunciation must be clear. A list of vocabulary should be made available to the class at the beginning of the presentation.

### **- Midterm Exam**

This take-home essay-format exam will cover lectures, visits, and material studied through the first half of the semester.

### **- Final Project**

This final project consists of a final paper and a short oral presentation of main findings. Students will prepare a 10-page properly referenced paper (MLA format) on their target country and specific aspect of development/SDG goal selected earlier in the semester (see "Country Oral Presentation with PPT" above). On the last day of class, they will share their findings and policy recommendations with their peers. Of particular interest will be the assessment of said aspect of development, successes, failures, and prospects, top down and bottom-up strategies, and suggestions as to how to improve the situation and ensure better sustainability.

**Detailed instructions and due dates regarding all assignments will be provided during the semester.**

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**Please note: points will be deducted for all late assignments!**

## **Textbooks**

- Hugon, Philippe, *Afriques: Entre puissance et vulnérabilité*, Armand Colin, Paris, 2016.
- Jean, Moïse, *L'action humanitaire de l'Union européenne dans les pays du sud: Le cas d'Haïti - Essai d'analyse de l'échec de la reconstruction post-séisme*, L'Harmattan, Paris, mai 2017.
- Severino, Jean-Michel & Hajdenberg, Jeremy: *Entreprenante Afrique*, Odile Jacob, Paris, 2016.

**Non-Exhaustive List of Assigned Readings** (available on the Internet and/or on Canvas)

- ❖ Agence française de développement (AFD), *L'économie africaine 2022*, La Découverte, Paris, 2022 (selected chapters).
- ❖ Bierschenk, Thomas, « L'éducation de base en Afrique de l'Ouest francophone. Bien privé, bien public, bien global », *Une anthropologie entre rigueur et engagement. Essais autour de l'oeuvre de Jean-Pierre Olivier de Sardan*, éd. Bierschenk, T., Blundo, G., Jaffré Y., & Tidjani Alou, M. Paris: APAD Karthala 2007: 235-257.
- ❖ Brunel, Sylvie, *Le développement durable*, PUF, Que sais-je, 4<sup>e</sup> édition, Paris, 2011 (selected chapters).
- ❖ Brunel, Sylvie, *L'Afrique est-elle si bien partie ?* Editions Sciences Humaines, Auxerre, 2014 (selected chapters).
- ❖ Fanon, Frantz, *Les damnés de la terre*, François Maspero, Paris, 1961 (excerpts).
- ❖ Glaser, Antoine & Airault, Pascal, *Le piège africain de Macron – Du continent à l'Hexagone*, Fayard, Paris 2021 (selected chapters).
- ❖ Héran, François, *Immigration: le grand déni*, Seuil, Paris, 2023 (selected chapters).
- ❖ Laloupo, Francis, *France-Afrique : La rupture maintenant ?* Acoria, Condé-sur-Noireau, 2013 (selected chapters).
- ❖ Nkrumah, K., *Neo-Colonialism, The Last Stage of Imperialism*, 1965, Introduction.
- ❖ Nubukpo, Kako, *L'urgence africaine – Changeons le modèle de croissance*, Odile Jacob, Paris, 2021 (selected chapters).
- ❖ Sen, A., *Development as Freedom*. Anchor, New York, 2000: Introduction and Ch. 1, "The Perspective of Freedom" (pp. 3-34).
- ❖ Organisation des Nations Unies (ONU): *Rapport des objectifs du millénaire pour le développement (OMD)*, 2015.
- ❖ ONU, *Rapport sur les ODD*, 2023.

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- ❖ ONU Commission économique pour l'Afrique (CEA): *Rapport sur le développement durable en Afrique, 2022.*

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## COURSE SCHEDULE AND ASSIGNMENTS – FALL 2024 (Precise schedule TBD)

**Subject to modifications.**

**Additional readings may be assigned over the course of the semester and posted on EDUCO's website.**

### WEEK 1

- From Economic Development to Sustainable Human Development
- The United Nations Millennium Development Goals (MDGs/OMD: 2000-2015) and Sustainable Development Goals (SDGs/ODD: 2015-2030) - History, Actors, and Policies

**Readings:** Brunel, *Le développement durable*, Introduction, Ch. 1-3; Sen, *Development as Freedom*, Introduction and Ch. 1; *Rapport ODD 2023*, pp. 2-11; skim *Rapport OMD 2015*.

**Field Trip:** Triangle de Choisy/Petite Asie neighborhood

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### WEEK 2

- History of Francophone Africa: Conquests and Colonization

**Readings:** Hugon, *Afriques*, Introduction, Ch. 1-2; Fanon, *Les damnés de la terre*, "De la violence dans le contexte international" & Conclusion; Sartre in Fanon, Preface; Nkrumah, *Neo-Colonialism, The Last Stage of Imperialism*, Introduction.

**1<sup>st</sup> essay due (1<sup>st</sup> draft)**

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### WEEK 3

- Francophone Africa: Decolonization
  - Francophone Africa: Post-Independence Politics, Economics, Society and Culture
- Case studies: Senegal and Côte d'Ivoire

**Readings:** Hugon, *Afriques*, Ch. 3-5 & 13.

**Field Trip:** Goutte d'Or neighborhood

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### WEEK 4

- Globalization and Regional Integration: Politics, Trade, Investment, and Aid
- Francophone Africa and France: A Special Relationship? – History and Politics

**Readings:** Hugon, *Afriques*, Ch. 6-8; AFD, *L'économie africaine 2022*, Ch. IV; Laloupo, *France-Afrique: La Rupture Maintenant?* Ch. 2; Glaser & Airault, *Le piège africain de Macron*, Ch. 1.

**1<sup>st</sup> essay due (final draft)**

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### WEEK 5

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- “Françafrique” – Military, Economic, and Financial Relations
- Contemporary Africa: Economics and Society

**Readings:** Glaser & Airault, *Le piège africain de Macron*, Ch. 2; Nubukpo, *L'urgence africaine*, Ch. 6; AFD, *L'économie africaine 2022*, Ch. I & II.

**Field Trip/Lecture:** CIVIPOL, technical cooperation consulting company working with the French Ministry of Interior.

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## WEEK 6

- Entrepreneurship as Tool of Development
- MDGs and SDGs: Performance and Challenges in Francophone Africa

**Readings:** Severino & Hajdenberg, *Entreprenante Afrique*, Introduction, Part I & Part II, Ch. 1; AFD, *L'économie africaine 2022*, Ch. VI; Hugon, *Afriques*, Ch.10 & 12; and ONU CEA 2022, pp. 4-13.

**Take-home midterm exam due**

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## WEEK 7

- EU Humanitarian Aid
- Case study: Haiti

**Readings:** Jean, *L'action humanitaire de l'Union européenne dans les pays du Sud: Le cas d'Haïti*, Parts I & III.

**Field Trip/Lecture:** Doctors without Borders (MSF).

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## WEEK 8

**Country Oral Presentations**

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## WEEK 9

- Poverty
- Health and Food Insecurity

**Readings:** *Rapport ODD 2023*, Objectifs 1-3, 6, 8-9 ; Severino & Hajdenberg, *Entreprenante Afrique*, Part II, Ch. 7.

**2<sup>nd</sup> Essay due (1st draft)**

**Guest Lecture:** Kevin Phelan, Senior Nutrition Advisor, The Alliance for International Medical Action (ALIMA).

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## WEEK 10

- Education
- Gender Parity

**Readings:** Bierschenk, “L'éducation de base en Afrique de l'Ouest francophone”, pp. 10-15 & 18-20; Severino & Hajdenberg, *Entreprenante Afrique*: Part II, Ch. 6; AFD,

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*L'économie africaine 2022*, Ch. V; *Rapport ODD 2023*, Objectifs 4-5; *ONU CEA 2022*, Ch. 2-3.

**Field Trip/Lecture:** UNESCO - Education and Culture.

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## WEEK 11

- Demography and Migrations
- Urbanization and Fighting Inequalities

**Readings:** Hugon, *Afriques*, Ch. 9; Héran, *Immigration; le grand déni*, Ch. 1 & 2; Nubukpo, *L'urgence africaine*, Ch. 4; Severino & Hajdenberg, *Entreprenante Afrique*, Part III, Ch. 2; Brunel, Sylvie, *L'Afrique est-elle si bien partie? "Le défi de l'urbanisation"*; *Rapport ODD 2023*, Objectifs 10, 11, 16.

### 2<sup>nd</sup> Essay due (Final draft)

**Field Trip:** Guided visit of Musée national de l'histoire de l'immigration. Immigration to France: ethnicity, identity, and inclusion.

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## WEEK 12

- Energy and Environment

**Readings:** Hugon, *Afriques*, Ch. 11; Severino & Hajdenberg, *Entreprenante Afrique*, Part II, Ch. 4; *Rapport ODD 2023*, Objectifs 7, 12-15.

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## WEEK 13

- Conclusion and the Road Ahead
- **Final Oral Presentations and Discussion**

**Readings:** Hugon, *Afriques*, Conclusion; Severino & Hajdenberg, *Entreprenante Afrique*, Part II, Ch. 8 & Part III, Ch. 5; *Rapport ODD 2023*, Objectif 17; *ONU CEA 2022*, Ch. 6.

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## Submit Final Paper

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