

The logo for Living Routes features the words "Living" and "Routes" in a bold, sans-serif font, stacked vertically. The text is framed by three horizontal wavy lines: one above "Living", one between "Living" and "Routes", and one below "Routes".

Living Routes

Curriculum

Senegal Sustainable Development at EcoYoff

SUSTAINABLE DEVELOPMENT IN W. AFRICA - THEORY & PRACTICE
JANUARY TERM

ANTHROPOLOGY 397A – 4 CREDITS

ACCREDITED BY



IN PARTNERSHIP WITH



EcoYoff Living & Learning Center of the Global Ecovillage
Network Senegal and



NGO CRES

SUSTAINABLE DEVELOPMENT IN W. AFRICA - THEORY & PRACTICE JANUARY TERM

UMASS-AMHERST – ANTH 397A – 4 CREDITS

Overview

This course focuses on defining and enhancing concepts of sustainable development in western Africa, where ancient heritage and community values are still intact to a degree rarely found elsewhere. In addition to classes and group seminars, each U.S. student will work with a local university student and apply Appreciative Inquiry methods of organizational capacity building to learning with and from Senegalese ecovillage associations in areas of common interest. Students will build French language skills as they discover the complex relationship between humans, development needs, and the environment. While some French proficiency is preferred, English translation will also be available.

Each U.S. student will be paired according to common interests with a local university student through the auspices of the Yoff Student Association. Instructors will help each pair apply participatory research methods to learning with and from Senegalese villagers in their areas of common interest. In addition to formal classes and seminars, students will carry out brief field projects and build their French language skills as they study the complex relationship between humans, development needs, and the environment.

Course Description

The course will begin in the urban ecovillage of EcoYoff where you orient to Senegalese culture, history and environment, get to know your Senegalese partners, and become proficient in basic Appreciative Inquiry (AI) methods. With new cultural and theoretical knowledge, students depart for a "time travel" tour of Senegalese ecovillages, from ancient to modern conditions. The tour will begin in the northern Sahel at an isolated traditional community and will permit students to discover three different village pathways leading to the modern world. In each Ecovillage, students enter into dialogue with villagers and participate in/observe activities in their areas of interest and pursue service learning projects. Appreciative Inquiries (AI) will be held with 2 of the villages. Students will return to EcoYoff to prepare AI case studies after visiting and performing service learning in several indigenous villages. Villages vary from year to year to spread the development benefits. Villages that Living Routes students have visited in the past include:

Mboul, the former capital of the Cayor Kingdom, inhabited by artist and Griot descendents of the old kingdom, which thrives under pre-industrial conditions.

Ngaparou, site of an algae research center on the Atlantic Ocean where local villagers have incorporated as an Ecovillage and have created a Permaculture garden. Ngaparou represents the urban pathway to modernization as the built environment surrounds and penetrates the village. Field excursions from Ngaparou may include the Domaine of Nianing resort, an animal preserve and demonstration center for integrated waste water and sewage recycling and Pointe Sarene Ecovillage where the group can observe experiments in preparing seaweed as a nutritional supplement and compost for rooting coconut palms.

Louly Ngokom is a unique new eco-community experiment in which intellectuals from the city are returning to the land to create a modern ecovillage together with an impoverished traditional Serer village. In this intentional community, the incoming urbanites are hiring underemployed traditional farmers to grow and sell organic produce and construct ecological homes, and are installing electricity, phones and the Internet, improving the local school, health services, water supply and sanitation...

Mbam, also ethnically Serer, is advancing rapidly down the rural pathway towards modernization, while conserving and improving its rural lifestyle. It is a cluster of village hamlets with a good school system, organic gardens, a cybercenter, appropriate methods of preserving natural resources, etc. In Mbam, women's groups carry out unique income generating activities in harmony with the environment.

EcoYoff is part of a 600 year-old fishing village in the urban commune of Yoff, Dakar. EcoYoff originated with a small group of volunteers at the Third International EcoCities and Ecovillages Conference in 1996.

Course Requirements

Required readings

- *The Power of Appreciative Inquiry: A Practical Guide to Positive Change* by Diana Whitney and Amanda Trosten-Bloom
- Selections from *Appreciative Inquiry Handbook* by David Cooperrider, Diana Whitney and Jaqueline Stavros
- *Things Fall Apart* by Chinua Achebe or *Of Water and the Spirit* by Malidoma Patrice Somé

Things Fall Apart will be available in Senegal in English and in French.

Key sections of the other two Appreciative Inquiry books will also be available in French translation.

Students also will be responsible for selecting a limited number of technical readings from the EcoYoff library in the area of ecovillage life which they choose write up for the Appreciative Inquiry case studies: culture, habitat, natural resources, economy, energy, social services, etc. The emphasis of the course is experiential, but with an informed analysis of experience which matches each student's comfort level.

Case Studies and website preparation

Appreciative Inquiry has been applied to ecovillage associations on a limited basis. Students will analyze and write up this pilot test of the AI method in case study format and in a style appropriate for presentation on the GEN Senegal website.

- World Bank Group, Defining Sustainable Development. Development Education Program (<http://www.worldbank.org/depweb/english/whatis.htm>)
- SustainAbility Inc: Developing Value Report, Executive Summary, <http://www.sustainability.com/developing-value/executive-summary1.asp>; the latest from Sustainability and others in the field, [What is sustainable development?](#) - by John Elkington, [What is the Triple Bottom Line? Who are stakeholders?](#)
- <http://www.sustainability.com/philosophy/what-is-sustainable-development.asp> News -
- Exerpts from government 5 year plans for sustainable development
- The Global Ecovillage Network. <http://www.ecovillage.org/> and the Senegal Ecovillage Network: <http://cresp.sn/gensen>
- Readings (to be determined) on GEN Training programs in Sustainable Community Development
- Learning the Western Way, Chapter 12, Norberg-Hodge H. Ancient Futures, Learning from Ladakh, 1991. p110,111,
- Harvard Univ. CID Working Paper No. 56, July 2000 *Environment and Development Paper No. 4*, Abstract.

In addition to the texts and reading packet, each student will select from the documentation center and be accountable for about 100 pages in his or her project area. Students may also select their readings from other sources. Certain class readings also may be selected and assigned from the list below.

Course documents on reserve in the EcoYoff Documentation Center

Overview:

- UNDP/OECD Sustainable Development Strategies: A resource Book, 2002
- Big T (Ed). Survival for a Small Planet: The Sustainable Development Agenda. London, Sterling VA: Earthscan, 2004.
- Commission on the Private Sector & Development. Unleashing Entrepreneurship: Making Business Work for the Poor, Report to the Secretary General of the United Nations, March 2004.
- United Nations Conference on Trade and Development. E-Commerce and Development Report, 2003
- Halweil B and Mastny N (Project Directors) State of the World 2004: A Worldwatch Institute Report on Progress toward a Sustainable Society. New York: Norton, 2004.
- World Bank, World Development Reports:
 - 2005: Improving the Investment Climate for Growth and Poverty Reduction - September, 2004
 - 2004: Making Services Work For Poor People - September, 2003
 - 2002: Building Institutions for Markets - September, 2001
 - 2000/2001: Attacking Poverty - September, 2000
- World Bank, World Development Indicators, 2003
- UNDP, Human Development Report, 2003
- Farrell H. and Hart M. What Does Sustainable Really Mean? *Environment* 40 (9), Nov. 1998:16-31.
- Gleick, PH Cimate Change and Water Resources: What Does the Future Hold, Chapter 5 in The World's Water 1998-1999. Washington, DC, Island Press; 1999: 137-150.
- James. VO, Natural Systems Sustainability and Agriculture in Africa; Chapter 5 in (15-24); Chapter 5 in James, V. Sustainable Development in Third World Countries. Westport, Ct: Praeger, 1996: 63-78.
- Edoh, FM, Toward Sustainable Development in the Twenty-first Century: Reengineering Development in Sub-Saharan Africa. Chapter 11 in James, V. Ibid.:155-168.
- Smelser NJ. Toward a Theory of Modernization, Chapter 3 in Dalton G. (ed). Tribal and Peasant Economies: 29-50.
- Diamond, J. Guns, Germs and Steel: A Short History of Everybody for the Last 13,000 Years London : Random House, Vintage, 1998. 13-25; 376-425.
- Axelrod, Robert, and Michael D. Cohen. Harnessing Complexity. Basic Books, 2001.
- Sustainability and the Social Sciences: A Cross-Disciplinary Approach to Integrating Environmental Considerations into Theoretical Reorientation. London: Zed Books, 1999.
- Stavins, Robert N. Economics of the Environment. 4th ed. New York: W. W. Norton and Company, 2000.
- Tainter, Joseph A. The Collapse of Complex Societies. Cambridge: Cambridge University Press, 1988.

Society and culture:

- Sharon M. P. Harper (ed), The Lab, the Temple and the Market: Reflections at the Intersection of Science, Religion and Development. Bloomfield, CT: Kumarian Press/IDRC/CRDI, 2000.
- Haverkort, Bertus, Katrien van't Hooft and Wim Hiemstra (eds), Ancient Roots, New Shoots: Endogenous Development in Practice. London: Zed Books/COMPAS 2003.
- Third Annual EcoArts Festival, Perspectives Section from the sip.sn web pages. (4 pages).
- Social Change and the Family, Chapter 2 in Zeitlin MF, Megawangi R, Kramer EM, Colletta ND, Babatunde ED, Garman D. Strengthening the Family: Implications for International Development. Tokyo: United Nations University Press. 1995: 10-37.
- Sow, F. Gender Relations in the African Environment. Chapter 9 in Imam A, Mama A, and Sow F (eds). Engendering African Social Sciences. Dakar: Codesria, 1997: 251-270
- Bellamy, C. The State of the World's Children, EDUCATION. 1999, New York : UNICEF, 1999 (selected pages)
- Bond LA, Belenky, MF, Weinstock, JS, Cook, T. Imagining and Engaging One's Children, Chapter 20, in Harkness S, Super C (eds). Parents' Cultural Belief Systems; Their Origins, Expressions, and Consequences. New York: Guilford, 1996; 467-496.
- World McKibben B. The Future of Population: A Special Moment in History, *The Atlantic Monthly*, May 1998.55-78.
- Holmes, H. Being Bioregional. *Garbage*, March/April, 1992;33-37.

- English, J Does Population Growth Inevitably Lead to Land Degredation, in Agriculture and Environmental Challenges, Proceedings of the Thirteenth Agricultural Sector Symposium, Washington, DC: The World Bank, 1993: 45-58

Natural Resources

- Venetoulis J et al. Ecological Footprint of Nationas, 2004. Sustainability Indicators Program. www.RedefiningProgress.org
- Living Lightly on Earth Beyond Talk to Action. by Carol Tashel. <http://www.permaearth.org/writings.html>
- Wise coastal practices for sustainable human development: work in progress January 2000. Environment and development in coastal regions and in small islands. UNESCO.
- Noss R. The Ecological Effects of Roads or The Road to Destruction, 14-24 Wild Earth.
- Bohannan, P. Africa's land, Chapter 4 in in Dalton G. (ed). Tribal and Peasant Economies.: 51-60.
- James VO., in James VO. Africa's Ecology. Jefferson, NC: McFarland, 1993: 152-182.
- Chapter 6, The Savannas of Africa (152-182) and Chapter 7, The Desert of Africa (170-177).
- James, V. Resource Management in Developing Countries. New York: Bergin & Garvey, 1991.
- Chapter 3, The Impact of Transnationals and Multinationals on Africa. 43-54.

Economy

- (For a business perspective, follow links) Syllabus for Introduction to Sustainable Development <http://216.239.41.104/search?q=cache:52YRHawfbOUJ:www.bendickegan.com/SyllabusJan2004.pdf+sustainab+le+development+syllabus&hl=en>
- Harvard University, CID Working Paper No. 56, July 2000 *Environment and Development Paper No. 4*
- Conway, G. The Doubly Green Revolution : Food for all in the 21st Century. Ithaca, NY : Cornell University, 1997: Chapter 1, Hunger and Poverty (1-14), Chapter 2, The Year 2020 (15-30), Chapter 3. A Doubly Green Revolution (31-43). Chapter 8, Designer Plants and Animals (140-161). Chapter 13, Managing Soil and Water, (242-259).
- Rahman, MA. Glimpses of the "Other Africa" Chapter 7 in : 84-108.
- Nash M. The Organization of Economic Life, Chapter 1 in Dalton G. (ed). Tribal and Peasant Economies. 3-12.
- Forde D and Douglas M. Primitive Economics, Chapter 2 in Ibid.: 13-28.
- Dalton, G. Traditional Production in Primitive African Economies. Chapter 5 in Ibid.: 61-80.
- Dalton, G. The Development of Subsistence and Peasant Economies in Africa. Chapter 12 in Ibid. 155-167.

Habitat

- Ecological and Economical Design. by Larry Santoya. <http://www.permaearth.org/writings.html>
- Best Practices Briefs: Housing, Access to finance, land and secure tenure. UNHABITAT <http://bestpractices.org/bpbriefs/housing.html>

Final Presentation

Students will contribute a written project report to a public Ecovillage Exposition on the last day of the program. This will include posters and exhibit tables created by each AI interest group.

Assessment

Students will receive 25% of their grade from course participation, 25% from the quality of their analysis of the AI experience; 25% from their written contributions to the case studies and 25% on their final course presentations.

Example of Itinerary: Living Routes EcoYoff Course Calendar January 2005 – Week 1

Monday Dec 28	Tuesday Dec 29	Wednesday Dec 30	Thursday Dec 31	Friday Jan 1	Saturday Jan 2	Sunday Jan 3
Arrival/Exploring/ optional visit to Dakar	9:00 Introduction to the course and to the Global Ecovillage Network (GEN). Definition of sustainable development and its relationship to Senegal's EVs Marian Zeitlin Brief introduction to AI and other participatory methods	9:00 Presentation on Senegal's environment by Professor Adrien Coly of the University of Saint Louis and Director of Research for TROPIS Environmental research firm	9:00 Training in AI	Tour of Gorée Island, slave museum and other historic attractions	9:00 Training in AI continued Development of question guides and other AI approaches	7:00 Early departure - to preindustrial ecovillage of Mboul, ancient capital of Cayor Kingdom. Mboul is home to the descendants of the griots of the former royal court Greetings and gift presentation to Chief and elders.
Lunch with Yoff homestay family	Lunch with Yoff homestay family	Lunch with Yoff homestay family	Lunch with Yoff homestay family	Picnic lunch at Goree beach	Lunch with Yoff homestay family	
3:00-5:00 Registration, individual appointments, and introduction to partners 5:00 – Party and grilled fish dinner at Yoff's "Cote d'Azur" beach	3:00 Introduction to human ecology and quality of life indicators in Sen.; differences in int'l wealth and power as presented in the book Guns, Germs, and Steel, de Jared DIAMOND 5:00 Cultural orientation by Papis Traoré and Victoria Fletcher	3:00 Overview of Senegalese history by Professor Ousmane Faye, or Professor Ibrahima Thioub, History Department, UCAD	3:00 Formation of cross-cultural student AI teams, based on common interests Individual and small group check-ins New Year's Eve Party	8:00 New Years Dinner Dr. Serigne Mbaye Diène, HKI nutrition specialist on changing diets and food security in Senegal	3:00 Finalize, word processing and reproducing project guides	3:00 chief Griot and Lat Dior, grandson of the last king of Cayor, and local government staff member based in Meckhe, guide tour of historic and sacred sites.
Night with homestay family Yoff	Dinner and night with homestay family Yoff	Dinner and night with homestay family Yoff	night with homestay family Yoff	Dinner and night with homestay family Yoff	Dinner and night with homestay family Yoff	Dinner and dance evening in Mboul

Living Routes EcoYoff Course Calendar January 2005 – Week 2

Monday Jan 4	Tuesday Jan 5	Wednesday Jan 6	Thursday Jan 7	Friday Jan 8	Saturday Jan 9	Sunday Jan 10
<p>9:00 Departure for Ecovillage of Ngararou on Senegal's Petite Côte tourist area</p>	<p>9:00 Team walking tours, visits to key actors, and team meetings prepare for larger group exercises</p>	<p>9:00 AI Workshop continued Conclusion of AI with onsite production of mission statements, plans and other appropriate communications materials.</p>	<p>9:00 Travel to Ecovillage Mbam, historic site of Serer ethnic group</p>	<p>9:00 Team walking tours, visits to key actors, and team meetings prepare for larger group exercises</p>	<p>9:00 AI Workshop continued AI continued</p>	<p>Take 10 am ferry, and return to Yoff (Those wishing to visit Saint Louis can go there directly from Mbam and return to Yoff Monday evening)</p>
<p>Lunch/swim and rest at OCEAD retreat center</p>	<p>Lunch at OCEAD</p>	<p>Lunch at OCEAD</p>	<p>Lunch and rest at Mbam</p>	<p>Lunch at OCEAD</p>	<p>Lunch with Mbam homestay families</p>	<p>lunch en route</p>
<p>6:00 pm First AI mtg with Ngararou EVERS, creation of teams and brief planning of visits the following morning. Students return to dinner & homestay with team member (note: AI team will have made pre-course planning visit to Ngararou)</p>	<p>3:00 AI workshop at OCEAD (Evening PowerPoint presentation of Ecovillages and Concepts of Community in OCEAD Center, if time permits)</p>	<p>(3:00 pm Visit to Louly Ngokom site of new ecovillage construction with Abdur Rahman Tamba, if time permits)</p>	<p>6:00 pm First AI meeting with Mbam EVERS, creation of teams and brief planning of visits the following morning. Students return to dinner & homestay with team member (note: AI team will have made pre-course planning visit to Mbam)</p>	<p>3:00 AI workshop at MBAM</p>	<p>3:00 Conclusion of AI with onsite production of mission statements, plans and other appropriate communications materials. Night of traditional wrestling, folk theatre drumming and dancing</p>	<p>Free time - leisure travel through Monday Evening entertainment in Dakar</p>
<p>Dinner /night in homestay families</p>	<p>Dinner /night in homestay families</p>	<p>Dinner /night in homestay families</p>	<p>Dinner and night with homestay Mbam</p>	<p>Dinner/ night with homestay MBAM</p>	<p>Dinner and night with homestay Mbam</p>	<p>Dinner and night with homestay family Yoff</p>

Living Routes EcoYoff Course Calendar January 2005 – Week 3

Monday Jan 11	Tuesday Jan 12	Wednesday Jan 13	Thursday Jan 14	Friday Jan 15	Saturday Jan 16	Sunday Jan 17
Free day Buses available and options for leisure travel: Lac Rose Joal shell island and Senghor museum Etc. Cultural and entertainment activities in Dakar	9:00 Methods of analyzing and presenting AI case study experience and guidelines for individual contributions to class project with Prof Zeitlin Start of data organization and write up.	9:00 Case study preparation continued, individual and group appointments with faculty How to prepare material for website	9:00 Exam (Personal essay answers to questions about AI and critique of the 2 village AI exercises) 11:00 Discussion of the class reading Of Water and the Spirit by Malidoma Patrice Somé	9:00 Presentation of reports during seminar for Dakar Government and env't specialists and ecovillage members involved in the creation of GEN Senegal (10 minutes per report) Case study, report and website preparation	9:00 Evaluations Return of papers and discussion of exam and grades 11:00 Final course sharing and discussion Closing ceremony and distribution of certificates.	Free Time Departure any time today or tomorrow.
	Lunch with Yoff homestay families 3:00 Case study analysis and write-ups (including photos)	Lunch with Yoff homestay families 3:00 Case study and website preparation	Lunch with Yoff homestay families 3:00 Case study and website preparation	Lunch with Yoff homestay families 3:00 Hand in case study report and website materials Distribution of certificates Free Time	Lunch with Yoff homestay families Free Time	Lunch with Yoff homestay families Free Time
Dinner and night with homestay family Yoff	Dinner and night with homestay family Yoff	Dinner and night with homestay family Yoff	Dinner and night with homestay family Yoff	Dinner and night with homestay family Yoff	Closing Party	Dinner and night with homestay family Yoff