



Living Routes

Curriculum

Senegal Ecotourism & Sustainable Development Spring Semester, 2005

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IN PARTNERSHIP WITH

In collaboration with the University of Mass. – Amherst



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



NGO CRESP

COURSE HANDBOOK

Name

Semester Overview

This study abroad semester program in Senegal engages university students with ecovillagers of diverse traditional cultures. American and Senegalese students work together in partnerships and teams to learn theories, indicators and skills needed to define sustainable development policies and to create sustainable programs in developing countries. French language skills are helpful, but translation will always be available, and all but the Ecotourism course will be taught in English. A visiting Tufts university professor will direct the semester program and teach in some of the courses. Experienced professors from local universities, government officials and other specialists will make up the rest of the faculty. Students take four courses:

Sustainable Development in West Africa, Theory And Practice: Theories, historical trends and applied skills in identifying and formulating indicators of sustainable development; including ecological footprint analysis, definition of sustainability thresholds and creation of village level monitoring, communications and response systems.

Community Service Learning in Developing Countries: Service learning will include participatory action research designed to upgrade basic services provided by disadvantaged organizations. The course will teach program design skills, including appropriate Participatory Action Research (PAR) and Appreciative Inquiry (AI) methods; followed by application of these skills during service learning practicums.

Community Based Ecotourism: Theories and skills specific to the design and management of ecotourism to protect and enhance the value of local cultures and environments and to provide revenue to alleviate poverty and overcome the need for villagers to over harvest their natural resources. Community tourism is developed and operated, for the most part, by local community members, with socially conscious partners, and also is known as responsible tourism, or in French, “tourisme solidaire.”

Three conversational language courses that meet together in one or two sections to discuss readings of African literature:

- Intermediate French for Americans with some French
- Introductory Wolof for Americans either with no French or with fluent French
- Intermediate English for Senegalese all of whom have had some English (not in Handbook)

The program opens with six weeks at the EcoYoff Living and Learning Center. This center is a part of the NGO CRESP, Senegal, located in the ancient fishing village of Yoff, surrounded by the modern commune of Yoff-Dakar. Except for Wolof, the intensive French and English language courses will run from weeks 1-6, and during week 13, and will rely on French and English speaking project partners to exchange language sessions during the five weeks in the rural field site. Weeks seven to 12 (apart from Spring break) take place in rural ecovillages rich in history, crafts and dance, bordering the Lac de Guiers, reservoir for Senegal’s potable water supply. With faculty participation and guidance, students apply their skills with villagers in measuring sustainable development indicators, developing ecotourism circuits, displays and events, and in service learning in community development projects. The class will work in coordination with village assistance projects sponsored by the World Bank’s Long Term Water Sector Project, the United Nation’s Development Program (UNDP) Global Environmental Fund, and other sponsors. The course returns to EcoYoff for three final weeks of analysis, report preparation, presentations and evaluation.

SUSTAINABLE DEVELOPMENT IN WEST AFRICA: THEORY AND PRACTICE

ANTHRO 396IS – 4 CREDITS

Course Description

This introductory university course in sustainable development theory and practice is co-taught by the Senegalese coordinator for the formulation of the nation's sustainability strategy, and the American Director of the EcoYoff Sustainable Community Development Program, training center for the 28-member villages in Senegal's ecovillage network (GEN Senegal). Integrating top-down and bottom-up development perspectives, the course will focus on understanding, assessing and attempting to contribute to Senegal's sustainability policies and programs. American students will work with Senegalese university students in pairs and in teams based on common interest. The language of the course will be French if all of the American students are sufficiently fluent in French, or English if some of the Americans are non-French speakers. The instructors and almost all of the guest speakers are bilingual in French and English. Non-French speaking students will be paired with Senegalese students who are proficient in English.

This course integrates the theoretical underpinnings and assessment skills needed to measure national and local concepts of sustainability. It focuses on policies and indicators, while a complementary course (Community-based Ecotourism) teaches methods of designing and implementing sustainable ecological lifestyles, environmental protection and restoration, social services, and businesses.

Course Schedule

During the first six weeks, this course will meet for 6 hours per week. Faculty and students will examine theories of sustainability, measurement methods, and policy issues influencing global and local trends. They will spend the following month in one or more rural ecovillages, The remainder of the course, back at EcoYoff, will be spent processing, report writing and sharing course findings.

Week 1

Session 1: Instructors Lo and Zeitlin

Introduction to the course, Definitions and discussion of the term sustainable development, evolution between Rio 1992, Johannesburg 2002 et the UN's on-going CSD review and evaluation process. Definition of ecological footprints and introduction to websites that calculate these automatically, based on industrialized country assumptions.

Session 2: Instructors Lo and Zeitlin; Guest speakers: Coly and Diallo

Overview of Senegal's geography and environment, natural resources, and protected national park lands by Adrien Coly. Introduction to the Senegal Ecovillage Network (GEN Senegal) by Ismael Diallo, and role of ecovillagers in protecting the parks and other natural resources.

Week 2

Session 1: Guest speaker: Thioub

Overview of Senegalese history and culture, and presentation of sustainability factors that protect Senegal from the political instability of neighboring countries

Session 2: Instructor: Zeitlin

Ways in which human ecology may have contributed to disparities in technology and wealth, and hence to sustainability dilemmas between nations. Discussion of Guns, Germs, and Steel, by Jared Diamond
Sustainability indicators, ecological footprint calculations and research design, Session 1

Week 3

Session 1: Instructors: Lo and Zeitlin; Guest speakers: Mohamadou Sy and Eric Giradon

Sustainable business: concepts and roles of the formal and non-formal sectors, micro-enterprise and micro-credit; case study of TRANSTECH's use of recycled plastic waste to manufacture solar ovens.

Session 2: Instructor: Lo

The role of agriculture in sustainable development, from the weekly market to the WTO, water supply, soil quality; pesticides, herbicides, and perspectives for organic farming. Sustainability indicators, ecological footprint calculations and research design, Session 2

Week 4

Session 1: Instructors Lo and Zeitlin; Guest speaker: Drs. Anta Dia Tal and Serigne Mbaye Diene, The importance of health, population and nutrition in sustainability and poverty alleviation. Sustainability indicators, ecological footprint calculations and research design, Session 3

Session 2: Instructor: Zeitlin; Guest speaker: Tamsir Samb

Early child development and the educational system: bottlenecks, causes, consequences, remedies, and ecovillage alternatives for sustaining marginally literate populations.

Week 5

Session 1: Instructor: Lo; Guest speaker: Omar Ndoye and Ngala Gueye

Integrating modern and ancient cultural and spiritual concepts: The Sufi Muslim brotherhoods, religious and cultural syncretism, traditional healing, protective spirits, shamanism and the invisible world

Session 2: Instructors: Zeitlin and Lo

Defining social capital and its relation to sustainability in Senegalese context; definitions of community participation and blueprints for effective protection of socio-cultural structures and of social mobilization for development Sustainability indicators, ecological footprint calculations and research design

Week 6

Session 1: Instructor: Lo; Guest speakers: Ngala Gueye and Ousmane Pame (French/African lit. instructor)

Issues of identity, conflict resolution and North-South collaboration

Sustainability indicators, ecological footprint calculations and research design, Session 5

Session 2: Instructors: Zeitlin and Lo

Students present and discuss their sustainability research projects for the coming month

Weeks 7-12 (excluding one week Spring Break)

Instructors Lo and Zeitlin supervise and provide on-site on-task training in sustainable development activities in the Lac de Guiers villages. Note professors of all the field courses will share field supervision

Weeks 13-15

Instructors Zeitlin and Lo process field experience and guide student data analysis; exams, reports, presentations and evaluations.

Course Requirements

Student teams will carry out sustainability assessment projects together with local mentors and village participants. Reports of 10-25 pages will describe project assessments and student experiences. Artists, dancers, musicians and writers will have the option of focusing on the role of culture in sustainability. In addition to one text and a reading packet students will individually select about 100 pages, pertinent to their research, from the bibliography (annex 1).

Course Grading

Course participation, quality of analytic thinking, exam grade, end of term report and final presentation will each be worth 20% of the class grade.

Guest Speakers:

- **Professor Ibrahima Thioub**, UCAD professor of Senegalese and Islamic history.
- **Professor Adrien Coly**, University of Saint Louis, specialist in Senegal's environment, research director of the environmental research firm TROPIS, and co-director of the EcoYoff sustainable community development program
- **Ismael Diallo**, President of Senegal's 28 member ecovillage network and technical councilor at the Ministry of Scientific Research and Technology
- **Eric Giradon**, President, TRANSTECH, factory using recycled plastic to manufacture furniture, solar ovens, water heaters, etc.
- **Dr. Anta Tal Dia**, Director of Studies, Institut de Santé et de Développement (ISED, Tulane affiliated public health school)
- **Dr. Serigne Mbaye Diene**, U.S.A.I.D. BASICS child survival project specialist in nutrition and food security.
- **Prof. Mohamadou Sy**, Ecole Nationale d'Economie Appliquée, micro-credit and micro-enterprise specialist
- **Dr. Omar Ndoye**, Director, Institut Psychopsi Afrique Antilles, psychologist integrating modern and traditional concepts of healing
- **Ngala Gueye**, official oral historian of the ancient fishing village of Yoff-Dakar
- **Dr. Seydina Issa Sylla**, Regional Director, Wetlands International
- **Dr. Tamsir Samb**, UNICEF education specialist and researcher at the "Institut Nationale d'Etude et d'Action pour le Développement de l'Education (INEADE)," and others to be designated.
- **Dr. Yahya Ndoye**, former Cultural advisor to the Mayor of Dakar and producer of the EcoYoff Festival

Course Readings

(Readings will be available in English and French and are updated on an ongoing basis.)

Text:

- *Evaluating Sustainable Development: Giving People a Voice in their Destiny* by Okechukwu Ukaga and Chris Maser, Sterling Virginia, Stylus Publishing, 2004.

English Reading Packet:

- 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.

Bibliography

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- 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
- Abaza H and Baranzini A. (eds) *Implementing Sustainable Development, Integrated Assessment and Participatory Decision-Making Processes*. UNEP, 2002.
- Farrell H. and Hart M. What Does Sustainable Really Mean? *Environment* 40 (9), Nov. 1998:16-31.
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- 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:

- *Things Fall Apart* by Chinua Achebe,
- 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, Megawang 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.
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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.permearth.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*.

- Bohannon, P. Africa's land, Chapter 4 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+sustainable+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:
Ch. 1, Hunger and Poverty (1-14), Ch. 2, The Year 2020 (15-30), Ch. 3. A Doubly Green Revolution (31-43).
Ch. 8, Designer Plants and Animals (140-161). Ch. 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 & 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>

COMMUNITY-BASED ECOTOURISM

ANTHRO 397 – 4 CREDITS

Course Description

Uncontrolled and excessive exploitation of natural resources is the main source of environmental degradation in developing countries. Impoverished rural populations and lucrative global markets consume more natural products than the carrying capacity of the land can replace or sustain. Ecotourism has the potential to protect, enhance and transform these endangered resources into sources of revenue. According to the World Tourism Association, “Tourism can be the driver for poverty reduction and the agent for improvement in human life conditions across the continent. Africa is the most promising ecotourism product in the world, we must develop it with passion, profitable, through partnerships at all levels...”¹ This course, taught by the Technical Counselor in the Ministry of Tourism in charge of Ecotourism, Pape Ibrahima Diouf, will permit students to learn both theory and practice, as M Diouf will mobilize and create local ecotourism committees and work to define ecotourism trails and activities in parallel with the course, first in Yoff-Dakar, and then in the villages bordering the Lac de Guiers. Students will be invited to participate in these activities.

This course is designed to introduce students to community-based ecotourism within the context of Senegalese “ecovillages” striving to achieve sustainable development. Concurrently, an important element of the course’s academic component will provide an engagement with the growing area of ecotourism studies, particularly social science research of ecotourism in Third World societies. These are not two separate “parts” of the course as much as two complementary avenues to understanding: academic/theoretical knowledge and guided experience (“fieldwork” in anthropological parlance). In summary, the course integrates four foci. The phenomenon and dynamics of ecotourism, environmental and economic sustainability, the Third World – specifically Africa, and community empowerment.

Applied anthropologists are paying growing attention to the role of ecotourism as a platform for poverty alleviation and environmental protection in developing countries. Their research methodology is typically comparative and field-based – much as this course is structured. Attention also will be given to situating and examining ecotourism in the broader context the forces that move global tourism.

Course Goals

The goal of this course is for students to develop an understanding and experience with the concepts, practices, impacts, and management of community-based ecotourism, including:

- Definitions, terminology and concepts of community-based ecotourism, its historical and socio-political context, and how it relates to generic tourism.
- Carrying capacity, economic benefits and sustainability issues inherent in long-term and successful ecotourism developments.
- Basic planning and management guidelines for community-based ecotourism development.
- Ethics (codes of conduct, compliance and eco-labeling) in community-based ecotourism.

Course Schedule

This course will combine theories of ecotourism with work to develop ecotourism sites, trails and activities, for the first six weeks in the ancient Lebou fishing village of Yoff-Dakar, and then for one month in rural villages adjoining the Lac de Guiers. American and Senegalese students will form pairs or teams to work on different aspects of ecotourism. At each site, one or two topics will be chosen for ecotourism development, following an initial tour (See, class 2 of Week 1 for proposed Yoff topics)

¹ Tourism, Peace and Sustainable Development for Africa, WTO 2003, p.1

The Session will meet for two sessions per week during the first six weeks. In addition each pair/team will work with local ecotourism committee members for 4-8 hours per week.

Week 1

Session 1: Definition of the concept of ecotourism and introduction to the course,

Week 2

Session 1: Tours of potential ecotourism sites in Yoff, e.g.

Traditional canoe fisheries in transition

Seti-Ndiare Women's fish processing cooperative

Yoff's traditional local rulers and their relationship to town hall

The Mausoleum and sacred well of Seydina Issa Leye, founder of the Layenne brotherhood of Senegal

Shrines of the ocean spirit guardian of Yoff, Mame Ndiare, and of the first of Yoff's founding families

Artists, musicians and dance troupes of Yoff.

Session 2: Overview of principles and strategies for using ecotourism to showcase and enhance the value of local culture, to improve revenues and to protect the environment. Selection of project topics

Week 3:

Session 1 Indicators of the quality of the ecosystem and of a viable basis for ecotourism

Session 2: Involving the community: approaches; difficulties; staying with local families

Week 4:

Session 1: Generating revenue and maximizing local benefits

Session 2: Making ecotourism sustainable; reducing impact; management of protected areas

Week 5

Session 1: Planning facilities in terms of welcoming capacity and carrying capacity

Session 2: Marketing green tourism

Week 6

Session 1: Regulation and monitoring

Session 2: Planning for Ecotourism activities in Lac de Guiers villages

Week 7 – 12, (excluding 1 week Spring Break)

Accompanied by M. Diouf in the first and final weeks and by EcoYoff faculty for the rest of the stay, student teams will develop their topic areas with local committees in the rural villages bordering the Lac de Guiers and will present their work locally before leaving.

Weeks 13-15

Instructor Diouf will review process field experience and review course concepts and analysis strategies with students; exam, reports, presentations and evaluations.

Course Requirements

Instructor Diouf, whose is in charge of the development of ecotourism circuits for the Ministry of Tourism will work with the students to specify the circuits to be developed and the work needed to prepare them and their ecoguides. Students will divide into teams to work on these circuits, trails, exhibits, crafts stands, cultural productions, brochures, etc. The term reports will consist of descriptions, photos, crafts products, performances, and of the contribution of each student/team to the circuits. Artists, dancers, musicians and writers will have the option of focusing on the role of culture in ecotourism.

Course Grading

Course participation, quality of facilitation and products produced, exam grade, the term report and final presentation will each be worth 20% of the class grade.

Course Readings

Readings will be assigned from the following documents (or their 2004 updates):

- Diouf PD. *Comprendre le Concept d'écotourisme et Développer Durablement le Tourisme au Sénégal* (Training guide written by the course instructor), Ministry of Tourism and Air Transport: March 2003
- -- *Tourism, Peace and Sustainable Development for Africa*, World Tourism Organization Seminar Proceedings, Luanda, Angola, 29-30 May 2003. (in both English and French), WTO 2003
- -- *Rural Tourism in the Americas and its Contribution to Job Creation and Heritage Conservation*. World Tourism Organization Seminar Proceedings, Luanda, Angola, 12-13 May 2003, WTO 2003
- -- *The British Ecotourism Market*, Special Report Number 11 of the WTO Sections on Market Intelligence and Promotion, and Sustainable Development of Tourism, WTO, Madrid, December 2001

Course Bibliography

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- Wood, M. (2002). *Ecotourism: Principles, Practices & Policies for Sustainability* (pp. 25-56). North Bennington, VT: The International Ecotourism Society.

COMMUNITY SERVICE LEARNING IN DEVELOPING COUNTRIES

HONORS 397 – 4 CREDITS

Course Description

Community Service Learning (CSL) is the integration of community service and learning for the enhancement of both. In developing countries where services often are minimal, community development skills are keys to effective service learning. Starting at the EcoYoff sustainable community development center in Dakar, U.S. students paired with Senegalese student partners will learn introductory participatory action research (PAR) and capacity-building skills, while engaging in service learning in a poor urban community. They will apply these development skills in phase two, during which they will live and serve in rural ecovillages bordering the Lac de Guiers in collaboration with the World Bank's Long Term Water Project in Senegal. Students will report on their projects and complete final assessments at EcoYoff.

Course Schedule

The first six weeks will be spent at the program's main campus in Yoff Dakar, learning capacity building and participatory action research methods engaging in service learning in typical Senegalese service structures located in the old fishing village of Yoff, and studying and preparing for service in the villages adjoining the Lac de Guiers national drinking water reservoir. American and Senegalese students will form pairs or teams based on common interests. Each pair/team will choose to volunteer 8-12 hours per week with one of the service structures visited during this phase.

Accompanied by faculty, students will then serve for a month in the Lac de Guiers villages and will return to EcoYoff to distill and communicate their learning experience. The service learning teams (students, community partners, faculty, mentors) will meet frequently to reflect, harvest lessons learned and improve their activities. The village-based phase of the service-learning course will be coordinated with Dr. Coly's work with villagers to improve the quality of local services and economic revenues, while protecting the nation's water supply. In health/nutrition, it will include basic services plus bilharzia prevention and treatment; in agriculture, organic crops to preventing agricultural run-off of fertilizers and pesticides into the lake; in education, non-formal approaches to preparing children for productive and ecological rural livelihoods; in natural resource management, techniques for sustainable harvesting and revenue generation from the products of the preserve.

From the second week onward, once the service learning selections are established, the weekly schedule will consist of one class and group processing session, 8-12 hours spent in service learning, and one or more check-ins with the individual service learning teams. In the villages, each service learning team will continue in the domain of activities they selected in Yoff, and will participate with the villagers in organizing their activities on site.

Week 1

Class: Instructor: Zeitlin

Introduction to service learning, capacity building and participatory action research; discussion and negotiation of the terms of fulfillment of the course requirements.

Field visits and selection of service learning assignments: Philippe Senghor Health Center, small district hospital; Diamalaye 2, model elementary school, ORT Nursery School, CEM Yoff middle school; MECZY micro-credit savings and loan association; Seti-Ndiare Women's fish processing cooperative; Mairie of Yoff (town hall) Municipal Council; Bibliothèque Ousman Sembene de Yoff (BOSY) public library

Week 2

Class: Instructor: Zeitlin

Fitting into the organization and defining service roles

Week 3

Class: Instructor: Zeitlin
Capacity Building and PAR
Theories and practices relevant to the different types of service structures

Week 4

Class: Instructor: Coly
Introduction to the social service and ethnographic dimensions of the World Bank's Long Term Water Project

Week 5

Class: Instructors: Coly and Zeitlin
First planning session for village projects

Week 6

Class: Instructors: Zeitlin and Coly
Second planning session for village projects
Wrap up of mini-service learning projects and planning closure with the service structures

Weeks 7-12 (excluding one week Spring Break)

Service learning in the villages

Weeks 13 – 15

Processing and synthesizing data; report preparation and presentation. (note this course has no examination)

Bibliography

The documentation center offers a collection of readings describing the different types of service opportunities available to the class, many of which will be introduced and discussed in the sustainable development course that is part of the Living Routes Semester Program. Students will be encouraged but not required to consult these readings.

CONVERSATIONAL FRENCH AND WEST AFRICAN LITERATURE

FRENCH 290 – 4 CREDITS

Course Description

This 200 level course will teach intermediate French, with a conversational focus, while introducing students to West African history and culture as expressed in novels by African writers. Students will discuss the books and invent their own stories during interactive teaching games. The course will review French grammar and spelling. Readings begin with a fictionalised history of the Mali Empire in the 13th Century and proceed forward through the colonial period to the present. One year of university level French language instruction is a prerequisite for the course. With one exception, the novels will be available in French and in English translation, permitting students with advanced French training to read all of them in French, while requiring students with the minimum prerequisite to read at two of the six in French and the rest in English. Students also will have regularly scheduled French language practice sessions with Senegalese study partners.

Course Schedule

This intensive course will be composed of four two-hour classes per week for six weeks. One-two of these hours each week will be devoted to discussing the African literature readings below. Student will be expected to read one book per week and to discuss their readings and invent their own stories during interactive teaching games. In Weeks 7-12 the students will travel and practice their language skills in a rural area. During week 13, the instructor will resume the class in preparation for an examination in week 14. One fourth of the grade will be based on oral participation, one fourth on the examination, one fourth on the quality of French spoken by the student at the end of the course, and one fourth on a final written book review.

Week 1

Djibril Tamsir Niane, *Soundiata ou l'Épopée Mandingue* (history of the Malian Empire, set in the 13th century)

Week 2

Chinua Achebe, *Flèche de Dieu / Arrow of God* (beginning of the colonial era)

Week 3

Camara Laye, *L'Enfant Noir/The African Child* (personal journey from a traditional village in Guinea to school in France)

Week 4

Cheikh Hamidou Kane, L'Aventure Ambiguë /The Ambiguous Adventure (Set in 1930s, a cautionary tale of the Introduction of French schooling, a good Muslim boy loses faith in God and is struck down by his village)

Week 5

Chinua Achebe, *Le Malaise/No Longer at Ease* (Tribal and political conflict in creation of the modern state of Nigeria)

Weeks 6

Students choose between Mongo Beti, *Mission Terminée/A Mission to Kala* (Mid-20th century rediscovery by French educated youth of his traditional culture), and Mariama BA, *Une si longue lettre/So Long a Letter* (late 20th century lament of an African widow to her friend who has immigrated to France)

Course Requirements

Students will read a minimum of 5 of the six books, and will be expected to do the language homework and pass the class quizzes and final exam.

Course Grading

A third of the course grade will be based on the degree of improvement of student's language scores from the first diagnostic test to the final examination, a third on improvement in aural comprehension and spoken fluency in French, and a third on the discussion of the books in the reading list.

INTRODUCTORY WOLOF AND SENEGALESE CULTURE

FRENCH 290 – 4 CREDITS

Course Description

This introductory course will use audio-aural methods in conversational dialogues adapted from existing texts, as well as language learning games, Wolof proverbs and poetry. Only Wolof will be spoken in the classroom, with few exceptions. Adult literacy texts will serve to introduce written Wolof and to familiarize students with the rural life styles they depict. Students will also become familiar with and discuss the health, hygiene and other development messages that literacy programs target to the illiterate rural women who are their main participants.

Course Schedule

The course will meet for three two-hour classes per week. Dialogues will focus first on students' immediate needs to communicate with their host families around the daily life cycle of greetings, meals, and basic needs. Dialogue content will then radiate outward into the community, the market, the workplace, social relations and leisure activities. The order and pace of introducing and practicing grammatical forms will follow established texts using this teaching method. Written support materials, including tables of grammatical forms, dictionary and supplementary readings will be available for students with learning styles that benefit from a more textual approach.

Wolof classes will continue with a local teacher during the 5 weeks that the students will spend in a rural area. When the students return to Yoff for the completion of the semester, the original Wolof teacher will meet again with the class to review their progress and prepare them for the final exam.

Course Requirements

Student will be expected to participate actively in class discussions and practice sessions, read assigned booklets and hand-outs, do the language homework and pass the class quizzes and final exam.

Course Grading

A third of the course grade will be based on the final aural examination, a third on the written examination, and a third on homework and classroom participation.