

**Living
Routes**



Study Abroad in Ecovillages
www.LivingRoutes.org

SENEGAL: Sustainable Community Development

SPRING SEMESTER 2010
January 28 – May 8, 2010

ACADEMIC CURRICULUM



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INTRODUCTION

Summary Overview of the Semester

This semester focuses on concepts and practices of sustainable living in Senegal and assembles students, faculty, other experts, staff, and villagers to engage in a learning process that focuses on ecovillages in which indigenous populations with varying cultural traditions unique to the Senegambia live. The American and Senegalese students create learning families with teams of villagers while carrying out projects in which they strive to apply the skills, indicators, and theories needed to define the principles of sustainable development and to actively create community development programs and networks. In this sense, the ecovillages themselves are the most important classrooms and learning laboratories for the program, as they provide the conceptual frameworks and concrete results defining sustainable development and its limitations. Village work in Yoff is interspersed with academic learning and research in classroom settings, offered in the form of rigorous courses presenting theory and examples of sustainable development, research methods used in program design, development facilitation skills, and language classes.

The program has three components:

- A course in sustainable international community development providing the theoretical and cultural backbone of the semester;
- A real development project in which students and their village learning teams apply the theories and practice of sustainable development in areas of mutual interest; and
- Language classes and other communications and facilitation tools.

Sustainable development theory course

The course consists of 45 hours of lectures and in-depth discussions, covering development from the perspective of its social and ecological impact, costs and benefits and global context (power relations, institutional relations, labor forces), and examining the sustainability of various models. We integrate this course with a cultural exchange component called "Our Space," in which American and English speaking Senegalese students discuss the lectures and other important themes and experiences in small student-led groups. These "Our Space" sessions allow students to explore personal and group identities, reach consensus, or discover differences in concepts, theories, values, and skills. "Our space" encourages students to create shared worldviews that enhance present and future collaboration.

The Action Research Project (two courses)

With village teams, each student carries out a development research project. The University of Massachusetts accredits this action research project under two course numbers: one for the research needed to plan a project and the other for the planning and steps taken to develop the project and adapt it to its social and physical environment. These courses are: *Independent Study in International Development- Applied Social Science Research* and *Service Learning in Developing Countries- Participatory Program Design*, respectively. The Independent Study course teaches participatory rapid assessment and action research methods and guides students in reviewing written sources, consulting specialists, visiting projects similar to their own, and collecting and analyzing information with their village teams. During Service Learning, students join groups of villagers with interests similar to their own and apply the action research approaches learned earlier while creating their projects. They also exchange their research findings with their village teams who share their traditional expertise in a formal setting.

These projects seek to illustrate and fulfill our common visions of a better future consisting of more sustainable lifestyles and improvements to quality of life and to the surrounding environment. The Senegalese students translate for their American partners as needed. However, it is essential that all students make an effort to communicate using the languages that are the focus of their language study options.

Communication and facilitation Tools

The communication and facilitation tools include French and Wolof language courses for the Americans and advanced English and computer skills for the Senegalese students. On-going cultural orientation and the small group cross-cultural “our space” discussions mentioned above also cover a wide range of cultural values and expectations and demystify stereotypes that breed misunderstandings. Living and learning with villagers, documentaries, films, and sustainable development exercises count for a third of language learning and practice time. Facilitation methods are a part of participatory action research and include empowerment skills and scripts, including active listening, village entry protocols, appreciative Inquiry (AI), and rapid appraisal.

Quick overview of the schedule

The first week of the program focuses on cultural orientation and immersion in the communities. After the first week, students take courses in sustainable development, languages/computer skills, and research methods. The program will be interspersed with research, field visits, ecotourism visits to nearby ecovillages, and practical implementation of the action research project.

GOALS and OBJECTIVES

The goal of this program is not to provide an all-inclusive sequence of technical facts, scientific theory, or the fine points of the political debates generated on the course topics. Moreover, while we strive to be timely and scientific, our aim is not to offer a current events course in the politics of climate change or other emerging crises. In these ways, it differs from typical US undergraduate programs in sustainability studies. Issues surrounding the efforts of African villages and nations to preserve and enhance sustainability along with our cross-cultural perceptions of these issues are, in general, more important to our course than global politics. Our academic rigor lies in the quality of experiential learning through the creation of real projects, the collection and dissemination of relevant information, and the practice of higher level reasoning that faculty, students, and villagers use to translate abstract concepts and imperatives into operational reality. Much of the intellectual rigor of the program depends on the openness, initiative, acute observation, analytic thinking, creativity, and cross-cultural communication that all course participants invest in creating accurate consensual ways of understanding our different realities.

Objectives for the semester

- Create overlapping communities of students, staff, home stay families, and village coworkers that come within the scope of the experiential “living and learning” framework.

- Implement development projects with ecovillagers. The projects serve the needs of the existing population and create practical supports that communicate the concepts of an ecovillage to all parties involved.
- Learn the principles and the techniques of sustainable development, utilizing a practical and theoretical vision of the capacities of international development programs and the activities of traditional local development that promotes sustainability in Senegal.
- Create and reinforce paradigms for multicultural communication, global citizenship, and the construction of a sustainable future.

Objectives for all participants

- Increase language and cross-cultural communications skills.
- Maintain a satisfactory balance between independent individual experience and group learning.
- Contribute to a cross-cultural living and learning experience in which the whole is greater than the sum of its parts.
- Hone group-building skills and work effectively as a team in tackling sustainability issues in Senegal.
- Master the most important skills, facts, and theories intrinsic to each of the learning experiences that make up the semester.

BACKGROUND

The EREV Institute and GENSEN

The EREV Institute, a subsidiary body of the Earth Rights Institute, offers:

- Spring and Fall semester programs and a January Term on Sustainable Development in West Africa.
- Ecovillage Design Education (EDE).
- Training programs in languages, microcredit, and appropriate technologies for village development.

These courses take place in Senegal's capital, Dakar, and in several of the 45 ecovillages of the Senegal Ecovillage Network.

Equal numbers of American and Senegalese students participate in our university study abroad semesters, which we offer with Living Routes (www.livingroutes.org) and the University of Massachusetts Amherst in addition to other universities.

The Living & Learning (L&L) Center and the communities participating in this program belong to the Senegal Ecovillage Network (GEN Senegal or GENSEN), which is a part of the Global Ecovillage Network (GEN, www.ecovillage.org), a United Nations ECOSOC NGO. GENSEN's 45 member villages are rural and semi-urban settlements striving to become sustainable in alliance with the United Nations Millennium Development Goals (<http://www.un.org/millenniumgoals/>) and other global and local initiatives. These villages, located in almost all regions of Senegal, participate in the program as laboratories for sustainable development activities and actively improve their villages. The Earth Rights Eco-

Village (EREV) Institute collaborates with GENSEN to support sustainable local development through educational programs in ecovillages throughout Senegal. We have programs in education, natural resource preservation, alternative energy, reforestation, microcredit, health, nutrition, early childhood education, and ecotourism. Students will find that the office holds the Senegal Ecovillage Microfinance (SEM) fund, which is the result of a previous student project.

Faculty and Staff

Please see the individual course descriptions for biographical information on the instructors. Professor Ousmane Aly Pame, Instructor Lamine Kane, and local experts teach the Sustainable Development course. For the project courses, the instructor is Professor Marian Zeitlin and the lecturers are Oumar Diene and Brooke McKean. Mr. Hamidou Gambiga teaches Wolof; Professor Louis Thomas Ciss, English; Professor Ibou Ngom, French; and Ms. Diary Touré, Computer Skills.

Our administrative staff is part of the Living & Learning program, providing personalized support to students and practicing experiential learning principles in the management of the semester. Professor Pame also serves as Academic Director, managing program staff, providing feedback to students, and supporting the cross-cultural process. With an extensive background in academic teaching, managing, consulting, and supporting development projects, Professor Zeitlin serves as Director of the Living and Learning Center, providing support to student projects and advising program activities. As GENSEN's Secretary General and program manager of the Center, Dr. Diene has experience designing and directing projects in Senegal, providing students with regular feedback on projects, and managing program administration. In addition to teaching and supporting students and project teams, Ms. McKean also serves as an American resource person for foreign students adjusting to life in Africa. Ms. Touré works as webmaster and a teaching assistant, developing the website, managing the library, and providing general technical and logistical support to the program. Mr. Francisco Carvalho also works as program coordinator, managing logistics including field trips, organizing students, and supporting courses as necessary.

LEARNING MODALITIES

The semester program is based on two premises: 1) The conditions on our planet are reaching a crisis so deep, that we are at a crossroads in our evolutionary journey. We are either heading toward a self-induced extinction or we can respond to the planetary crisis by consciously participating in a transformation toward an immeasurable and unknown future. 2) The process by which the world has attempted to resolve these challenges, under the framework of international sustainable development, requires an approach grounded in experiential education in which people from different socio-economic backgrounds come together to learn and develop new approaches.

The EREV Institute draws on hands-on experiential and service learning techniques in all of its academic programs. In our 'living and learning' space, students have an opportunity to participate in local community development and grow personally. We aim to cultivate cross-cultural sensitivity and an awareness of the challenges of sustainable development in both our Senegalese and International students. In accordance with Living Routes' educational

philosophy, the content of the four UMass courses, and the context of EcoYoff, the following learning modalities are offered to facilitate this learning process:

Experiential Learning

Following the educational philosophies of Paulo Freire and John Dewey, experiential education actively engages students in their education and breaks down student-teacher barriers. The educational process involves a cycle of reflection, critical analysis, and action in which the learner actively takes initiative and makes decisions. This ‘learning-by-doing’ approach develops leadership skills, particularly when combined with on-going analysis. The sustainable development and ‘our space’ classes encourage reflection, discussion, and debate while the action research courses allow students to develop and design projects.

Action Research Methods in Community Development

Working internationally with cross-cultural teams of students, staff, and community members can create many different challenges, miscommunications, and confusions. The sustainable development and action research approaches allow us to overcome our misconceptions and work together by engaging students to confront the difficulties they face. Like experiential education, action research also teaches a process of reflection, critical analysis and action. Every aspect of the course applies these concepts: a) at the level of the action research courses, where students learn to apply concepts of analysis and reflection in their own research projects, and b) at the level of the program itself, we hold regular check-ins and adapt course content and calendars based on the needs of students, staff, and group projects.

Our Space - Collaborative Learning Sessions

This section of the course consists of activities and discussions in which American and Senegalese students explore their personal and group identities that exist in a less than harmonious world. The Senegalese tend to represent African perspectives while the Americans express viewpoints common in the West. Students develop positions on global issues, collaboration skills, work experience, and personal alliances that they hope to sustain and enrich across time and space.

The goal of this discussion section is to create a community of shared understanding. This entails creating a community that evaluates concerns and commitments and is capable of living and engaging together as equal partners in sustainable policy formation and development activities in the areas of poverty eradication, environmental restoration, peacekeeping, protection of diversity, right to livelihood, disaster preparedness, and many more. Students also work through cultural and personal misunderstandings, explore similarities and differences between American and Senegalese learning styles, and experiment with concepts of world culture. These discussions take place during the hour immediately following each presentation.

For every “Our Space” session a student will facilitate the discussion. His or her role will be to organize debates, show films, suggest games to keep the group energy high, and encourage every student to fully take part in the various activities. The component of the course broadens to include dialogue and work with villagers during rural service learning and extends into the cultural and leisure activities of living and learning together in village home stay families.

Reflection Papers

In addition to classwork, students will be asked to write four reflection papers over the course of the program in order to express, integrate, and synthesize their thoughts, feelings, dreams, and opinions about what they are experiencing during the program as well as to formulate and engage with questions that may lead to further and deeper inquiry. The reflection papers are not so much a product as they are part of the student's process of integrating knowledge and deepening their understanding of coursework material, group discussions, learning community experiences, and themselves. Long after the semester ends many students appreciate having this record of their learning and experiences, and we encourage students to put as much energy into their journaling practice as they can.

The mainstay of the reflection papers should be reflective entries. This means students pushing themselves to think in depth about what they are feeling. As students write, we encourage them to ask themselves questions, such as: "Why do I feel this way?" "How have I arrived at this thought?" "Are these my authentic thoughts or are they what I think I am supposed to be thinking or writing or feeling?" "What information might I be missing?" "Do I agree with what I experienced or read?" In other words, students will be asked to develop a practice of questioning their assumptions, reflecting on the trajectory of their understandings and emotions, and seeking new horizons.

As the reflection papers serve as documents of the changes in student's thinking over time, they are expected to reflect in it on a regular basis, beginning as soon as possible. Faculty will regularly read the reflection papers, and students will also be asked to share selections of their writing with other community members.

Knowing that faculty will be reading the student's reflection papers might influence how students approach it, and what they choose to include. During the semester students may choose to keep a separate journal. It's important for students to not wait until their ideas are clearly formulated to write about them, and to not over-edit themselves or restrain the free flow of their reflections through fears of appearing foolish or uninformed. Reflecting in these papers is as part of the student's path towards polishing their thoughts and understanding what these experiences mean to them.

On-site seminars

Living Routes faculty and members of host communities will offer a selection of seminars and site visits. These have been carefully selected to provide a holistic understanding of the current ecological and social crisis and offer tools and concepts necessary for the emergence of a sustainable world. Experts from the field will present on key issues such as climate change, women's development, permaculture, organic agriculture, and much more. Students will also visit five Senegalese ecovillages over the course of the program.

Academic Readings

Throughout the semester, students will receive occasional readings that will support the seminars and syllabi content. Information and ideas from these readings, as well as from the various books on site should be integrated and assimilated into your paper-writing, group discussions and journal practice.

Facilitation and Leadership

Developing a student's role as a facilitator and leader is an integral part of their semester. The learning community is an ideal setting in which they can take creative risks in their teaching and facilitation methods and receive constructive feedback to aid in their development as a facilitator or leader.

Over the course of the semester students will be asked to facilitate the following as a minimum requirement:

Various Community-Building Processes such as weekly meetings, Our Space sessions, and regular health check-ins and “attunements”

Leadership and Facilitation Skills: Each student will have an opportunity to guide discussions by facilitating Our Space sessions and community meetings, as well as planning the research projects.

SUSTAINABLE DEVELOPMENT in WEST AFRICA: Theory and Practice

Program: Senegal: Sustainable Community Development

Department: Anthropology

Course Number: ANTH 397A

UMass Faculty Sponsor: Robert Faulkingham

Living Routes Faculty: Ousmane Pame, Ph.D. and Marian Zeitlin, Ph.D.

Term: Spring 2010

Credits: 4

Course Description

This course considers development from the perspective of its social and ecological impact, asking questions about the costs and benefits of economic improvement, the global context (power relations, institutional relations, labor forces), and the sustainability of various models. Development is a global phenomenon. Because of the global nature of development, this course aims to integrate understanding about the Global South with trends in the Western World. It also examines shared, global issues, such as the environment, human displacement, and health, along with how they affect different parts of the world in distinct ways. The course is framed within the four pillars of sustainable development promoted by Ecovillage Design Education, economy, society, worldview, and environment. In conjunction with contributions of local experts drawn from universities, aid agencies, and NGOs who will speak on factors relating to Senegal's development, Professors Marian Zeitlin and Ousmane Pame will guide the students through the integrative processing and evaluation of the materials presented. Local and international case studies, as well as field visits, will provide a framework to enhance student understanding. As in the other courses, American and Senegalese students will work together in project assignments based on common interests.

Course Objectives

1. Students will significantly increase their understanding of:
 - International sustainable development dialogue, goals, strategies, and indicators
 - Major threats to sustainability both globally and in Senegal
 - Types of policies and programs that may realistically mitigate and reverse these threats, particularly with respect to Senegal
 - Difficulties in operationalizing these policies
 - Indicators needed to monitor progress versus deterioration
2. Students will be able to explain and defend informed opinions of the possible roles of individuals and communities in contributing to sustainability.

Learning Modalities

The course uses lectures, discussions, site visits, and hands on projects as key strategies to allow each student to develop mastery of course content.

Course Outline

Throughout the semester, the sustainable development class will examine theories of sustainability, measurement methods, and policy issues influencing global and local trends in Senegal. The final weeks of the course, back at EcoYoff, will be devoted to processing and reviewing the course experience, completing an exam, and concluding with discussion, reporting, and sharing course findings. The detailed course calendar presents expected class times. However, students are requested to consult the wall postings of the weekly calendar outside the main classroom for confirmed times. A number of speakers in this course hold government ministry or aid agency posts. For this reason, the dates and hours of classes may shift to accommodate last minute demands on their time by their service structures.

Course Instructors

Professors Marian Zeitlin and Ousmane Pame will present the primary lectures, introduce concepts of sustainability, show films, and facilitate discussions on readings.

Marian Zeitlin, PhD, received a BS in mathematics from Oberlin College and a cross-disciplinary PhD in nutritional biochemistry and international nutrition planning from MIT. Before relocating to Senegal in 1996, she taught social science research methods and international program design for 17 years at the Tufts University Friedman School of Nutrition Science and Policy where she remains a visiting professor. Between 1971 and 2004, she also consulted for and directed research and program design projects in 25 countries sponsored by USAID, the World Bank, UNICEF, UNESCO, FAO, the Ford Foundation and Save the Children, among others. Since 1996, she has supervised over 200 interns and students working in Senegal with local service structures, the arts, and organic agriculture.

Ousmane Aly Pame, PhD, is the Academic Director of the Living Routes EcoYoff Program and currently serves part time as an Associate Professor of translation and British civilization and literature at the Department of English of Cheikh Anta Diop University where he earned his PhD in 2002. Dr. Pame has also taught French language and Senegalese literature at Exeter University in the United Kingdom. Back in Senegal, he taught business English at Suffolk University Dakar Campus and CESAG, a West African sub-regional school of management. At the West African Research Centre (WARC) in Dakar, he worked as coordinator of several American universities' study abroad programs. In the past nine years, Dr. Pame has been actively involved in development projects in his native Fouta (Northern Senegal) and supporting disadvantaged schoolchildren in his rural area through distribution of free school materials and classroom constructions. Dr. Pame has recently been to Auroville (India) where he studied Ecovillage Design Education and sustainable development in a course sponsored by Gaia Education.

In addition, the following professors will provide guest lectures will provide an on-site seminar series (additions and substitutions to this list may take place depending on availability of speakers):

- **Mrs Marietou Dia**, Expert in women's programs, Action Aid
- **Dr. Omar Ndoye**, Director, Institut Psychopsi Afrique Antilles; psychologist that integrates modern and traditional concepts and practices of treating mental illness, Fann Teaching Hospital

- **Dr Abdourahman Tamba**, Director, NGO SOS Environment; botanical expert and soil scientist
- **Mr Abdoulaye Touré**, Senegal's internationally renowned solar oven specialist
- **Professor Ibrahima Seck**, Historian at Cheikh Anta Diop University and researcher at the West African Research Center
- **Adama Ly**, Director of the government's new National Ecovillage Agency of Senegal (ANEV)
- **Matteo Bigoni**, Climate Change specialist in Business Development- Environmental Products at Senegal Ecovillage Microfinance (SEM) Fund
- **Khaly Mbengue**, Permaculture expert and instructor
- And others throughout the course depending on availability

Course Requirements

Class Participation

Active Participation and Leadership

Students are expected to attend all classes and practical work sessions; come to class and work prepared (as directed before class/work by the instructor, for instance: with the right notebooks, writing implements, and books for class or the proper clothes, shoes, water, and hat for work); be actively engaged in course activities, discussions and projects; take on a leadership role within certain aspects of the course and challenge their comfort zones. Students will be responsible for alerting the instructor before the start of class/work if there will be an anticipated absence.

Challenging Comfort Zones

We acknowledge that each student enters the course with his or her own worldview and comfort zone, and brings to the course his or her own personal directions for growth and learning. One of the goals of this course is to provide students with the secure framework from which to challenge themselves and to take risks which will enhance their personal and academic growth. Students will be individually assessed based on their willingness to engage themselves throughout the course, which includes their ability to get outside their comfort zones, see beyond their own worldview, and to interact with the course material in new and challenging ways.

Reflection papers and final report

In a final report of approximately 10 pages, each student will describe their learning experience over the entire semester as it relates to sustainable development in Senegal. This report aims not only to provide a forum for reflection at the end of the semester but also to offer an opportunity for students to discuss anything on their minds. The objective of each paper is to facilitate communication between the students and faculty by allowing the students to pose questions, make suggestions, and reflect on their experiences in both Dakar and the village. Papers need not have specific content, but rather successfully express the student's views. For more information on reflection papers, see the previous section on learning modalities. The final report includes the four previous papers as well as a final reflection and closing thoughts.

Final Presentation

The presentation will include an end of term report in the form of a PowerPoint with photographs that presents the team's service learning experience within the context of sustainable development theories addressed in class.

Exams and Quizzes

Throughout the course students will have short quizzes testing their knowledge of course content, culminating in a final exam the last week of courses.

Grading

Class participation.....	25%
Reflection papers	25%
Final presentation	25%
Exams and quizzes.....	25%

Course Schedule

Week 2: Theme 1. The effects of global market forces and the colonial legacy on sustainability, EDE: WV, ECOL, ECON, SOC

Feb. 1 - 5,

SD 1. Feb 1

Introduction to Sustainable Development and to the effects of global market forces on sustainability in developing countries, Prof. Marian Zeitlin (MZ)

Video illustrations from idyllic Ladakh (little Tibet), its fall with modernization and beginnings of recovery (Ancient Futures and the Ladakh Project)

SD 2. Feb 2

Idyllic Africa and its modernization - differences between Ladakh and Africa (history, food security, attitudes of Northern societies) (MZ)

Film: Darwin's nightmare and discussion of difference between Tanzania and Senegal, Africa and Ladakh, Academic Director, Prof Ousmane Pame (OP)

SD 3. Feb 3

Introduction to 4 domains of EDE, retrospective of domains covered transversally in weeks 1 and 2 OP

SD 4. Feb 3

Best-case scenario? "Yoff Demba ak Tey" (Yoff yesterday and today) A guided tour of Yoff's evolution from straw huts on the beach to affluent urban suburbs, Instructor Oumar Diene (OD), author of doctoral thesis, -----

SD 5. Feb 4

Factors contributing to colonial and post-colonial oppression and the paths from oppression to unsustainable development, MZ

SD 6. Feb 5

Anti-oppression workshop: introduction to power, privilege & development, guest facilitator Marika Tsolakis

Week 3: Theme 2. The role of ecovillages in sustainable development EDE: WV, ECOL, ECON, SOC

Feb. 8 - 12

SD 7. Feb 8

Ecovillages, Transition towns and sustainable development across the world and in Senegal MZ, OD

SD 8. Feb 9

Presentation of the National Ecovillage Agency and its approach in Belvedere Ecovillage, Director General ANEV, Adama Ly

SD 9. Feb 9

Presentation of Ecovillage Louly Ngokom in Louly, MZ and villagers, night in Louly

SD 10. Feb 12

Feedback on ecovillage experiences

First reflection paper due

Week 4: Feb. 15 – 19, Theme 3, Nuts and bolts: Experiential action and operational research to design and create sustainability (policies, projects, programs). Most of week in Yoff village in student village teams designing/starting semester projects, only SD theory sessions listed here EDE: TRANSVERSAL

SD 11. Feb 19

Student faculty tour of project sites for on-site reports, “how does our project contribute to sustainable development in Yoff” (Yoff community invited)

Week 5: Feb. 22 – 26, Theme 4 EDE Economic Module first week: Right Livelihood, and Changing the Global Economy

SD 12. Feb 22

Right livelihood: Comparing the redistribution and reciprocity economic/social contract, with the global market economy, corruption revisited, MZ

SD 13 Feb 25

Economic development in Senegal, challenges to sustainability; Country indicators and sector trends, the roles and limits of AID

SD 14 Feb 26

Changing the global economy, sustainable economics the triple bottom line MZ

Second reflection paper due

Week 6: March 1 – 5, Theme 5 EDE Ecology Module first week: Climate change and environmental protection

SD 14: March 1

Climate change, Implications for the world and for Senegal, Matteo Biglioni

SD 15 March 2

Alternative Energy ANEV's Ecological program, Adama Ly

Solar Cooking Demonstration, Abdoulaye Touré

SD 16 March 4

Peak Oil, MZ

SD 17 March 5

Environmental sanitation: Visit to station at Cambérène, OD

Week 7: March 8 – 12, Theme 6 EDE Social first week : Building community capacity, embracing diversity

SD 18 March 8,

Social development in Senegal, challenges to sustainability, country indicators and sector trends and movements toward sustainability, MZ

Film : Boroom Sarett by Ousmane Sembène (horse cart driver)

SD 19 March 9

Education in Senegal, history, strengths, weaknesses and positive innovations, OP and MZ

SD 20 March 11

Health and nutrition in Senegal, MZ

SD 21 March 12

Critical factors in Early Child Development, MZ

Week 8: March 15 – 19, Theme 7 EDE World View Module first week modern spirituality and Senegal's three belief systems

SD 22 March 15

World view in the EDE perspective

Third reflection paper due

SD 23 March 16

History of Islam and Christianity in Senegal Pr Ib. Seck

SD 24 March 18

Traditional beliefs, visible and Invisible worlds: visit to the Yoff's guardian spirits, Peace offering, Priestess Meissa Gueye

SD 25 March 19

Traditional and modern healing, the Ndeup Ceremony, Omar Ndoye

Week 9: March 22 – 26, Theme 4 EDE Economic Module second week Right Livelihood, and Changing the Global Economy

SD 26 March 22

War on Poverty in Senegal, roles of the different funding and technical assistance agencies

SD 27 March 23

Film : Muhammad Younouss – Banker to the poor

SD 28 March 25

SEM microcredit and sustainable development, Nicki Goh

SD 29 March 25

Group discussion: North – South inequalities revisited, what types of interventions and personal choices promote sustainable development

SD 30 March 26 - 28

Field visit to Pointe Sarène and Ngaparou, students meet with organic agriculture and permaculture expert, A Tabma from SOS Environment

Week 10: March 29 – April 2, Theme 5 EDE Ecology Module second week: Protection of Natural Resources

SD 31 March 29

Limits to fresh water and soil fertility, tba

SD 32 March 30

Senegal's fisheries and endangered species and their protection, OD

Visit to the fishing Quay in Tonghor

SD 33 April 1

SD 33

Permaculture DVD, every student will participate in village project, Permaculture teacher, Khaly Mbengue

SD 34 April 2

Discussion: What can we do locally to reduce, reuse, recycle and improving community practices

Fourth reflection paper due

Week 11: April 5 – 9, Theme 6 EDE Social second week: from social problems to solutions

SD 35 April 5

Rural to urban migration, social trends in family structure, livelihoods, perspectives on cultural change, family planning and child development, MZ

SD 36 April 6

The role of women in development, Marietou Dia

SD 37 April 8

Social entrepreneurship, OD/BM

SD 38 April 9

Creating employment by crossing the digital divide – an example of using the strengths of the redistribution and reciprocity system, Moustapha Ndiaye

Week 12: April 12 – 16, Theme 7 EDE World View Module second week: political, cultural, legal and environmental perspectives

SD 39 April 12

Political history of Senegal, and views and perspectives on modern politics, TBA

SD40 April 13

Senegal's contributions to African Literature, music and dance, OP

SD 41 April 15

Universal and changing concepts of human rights and personal responsibility

SD 42 April 16

Listening and reconnecting to nature. the sacredness of nature as our spiritual common ground?

Week 13: April 19 – 23, Action research; Complete project work in Yoff village, reach agreement on forward planning and present to Yoff stake holders

Week 14: April 26 – 30, Review, report writing and presentations

SD 43 April 30

Presentations

SD 44 April 30

Presentations

Week 15: May 3 – 7, Examinations and final evaluations

SD 45 May 3

Course review

SD 46 May 4

Examination

May 5 - Final reflection paper due

Additional Readings

We recommend the following readings that are available in the office:. We will update this list shortly before the start of the semester. Recommended readings, which have contributed to the contents of the Sustainable Development course, include the following.

In English

- Arndt, H.W. Economic Development: The History of an Idea, University of Chicago Press, 1987
- Brown, Lester. Eco-economy, Earthscan, 2001
- Capra, F. The Hidden Connections, HarperCollins, 2003
- Chamber, N. et al., Sharing Nature's Interest: Ecological Footprints as an Indicator of Sustainability, Earthscan, 2000
- Diamond, J. Collapse: How Societies Choose to Fail or Succeed, Viking, Penguin, 2005
- Elgin, Duane. Promise Ahead, 2003
- Douthwaite, Richard. The Growth Illusion, 1990 (Green Books)
- Fox, M. The Reinvention of Work: A new vision of livelihood for our time, Harper, 1995
- Friedman, TL. The World is Flat: A Brief History of the Twenty-First Century, Farrar, Strauss and Giroux, 2005
- Greco T. Money: Understanding and Creating Alternatives to Legal Tender, Chelsea Green 2001
- Hawken, Lovins and Lovins Natural Capitalism, New York: Little Brown, Back Bay. 1999
- Mander, J. and Goldsmith, E. The Case Against the Global Economy: and for a turn towards the local, Sierra Club Books; 1996
- Meadows, Randers, Meadows. The Limits to Growth; The 30-Year Update, Chelsea Green; 2004
- Meyer A. Contraction and Convergence, Green Books, 2000
- Norberg-Hodge, H. Bringing the Food Economy Home: Local Alternatives to Global Agribusiness, ISEC, 2004
- Shuman, Michael. Going Local: Creating Self-reliant Communities in a Global Age, Routledge, 2000
- Ukaga Okechukwu, and Maser, Chris. Evaluating Sustainable Development: Giving People a Voice in their Destiny, Sterling Virginia, Stylus Publishing, 2004.
- Wackernagel, Mathis Our Ecological Footprint –New Analyst Bioregional Series, 1996.

In French

- Butare, Innocent Dr. et Zoundi, Jean Sibiri Dr. Eclairer la prise de décision politique en Afrique subsaharienne : Nouvelle donne pour la recherche agricole et environnementale. Dakar-Fann : Zoom Editions, 2004.
- Dalal-Clayton, Barry and Bass, Stephen, Eds. Les Stratégies de développement durable: Un recueil de ressources. Organisation de coopération et de développement économique, 2002.
- Conseil des Organisations Non-Gouvernementales d'Appui au Développement (CONGAD). Document National de la société civile sénégalaise: Lutte contre la pauvreté et développement durable. Dakar, Avril 2003.
- Groupe de Recherche, de Formation et de Conseils (GREFCO). Rapport Général de Synthèse de l'Atelier National de Validation des Lignes Directrices pour une Stratégie de Développement Durable. Burkina Faso, Janvier 2001.
- Hulman, Jean-René, Lo, Henri M., and Soumaré, Arona. Sénégal: processus d'élaboration d'une Stratégie Nationale de Développement durable (SNDD). Dakar, Novembre, 2003.
- La Santé : Une approche Eco-systémique
- Lo, Masse et Toure, Oussouye. Les Synergies entre le NEPAD et les Accords Multilatéraux sur l'Environnement. Dakar: Enda-LEAD Afrique Francophone, 2005.

- Plan national pour un développement durable
- République du Sénégal. Plan d'actions de gestion intégrée des ressources en eau et stratégie de réalisation des objectifs du millénaire pour le développement en matière d'alimentation en eau potable et d'assainissement. Janvier, 2004.
- République du Sénégal. Plan National D'Action pour l'Environnement. Ministère de L'Environnement et de la Protection de la Nature, 1997.
- République du Sénégal. Programme d'Action Nationale de Lutte Contre Désertification. Ministère de L'Environnement et de la Protection de la Nature, 1998.
- Tribillion, Jean François, Ed. Le financement du développement durable (Archimède et Léonard). Paris: AITEC, 2002.

RESEARCH PROJECT: THEORY AND PRACTICE (TWO COURSES)

Summary of Courses

Due to the experiential approach to action research and participatory development taught in this program, the courses and syllabi are structured slightly different than a typical academic course. However, the rigor and expectations of the research project are equivalent to two academic courses, which include:

- *Independent Study in Sustainable International Development- Applied Social Science Research and*
- *Service Learning in Developing Countries- Participatory Program Design.*

For the Independent Study course, students will review the academic literature, consult with specialists in the field, and apply various research methods with their village partners. For the Service Learning course, students will have an opportunity to be actively involved in ongoing community development projects in Yoff ecovillage with support from village partners and field experts. In this way, the theoretical research provides background to project implementation, supporting the reflexive and iterative process of action research. Each person will work on only one project (although teams often cooperate with each other) in a team comprised of fellow students and villagers.

The students and community members of the chosen ecovillage work together to decide upon the teams and subjects of study to ensure the pertinence of the development study to the local agents. In our experience, we have found that this strategy creates solid theories that facilitate real development. They differ from abstract theories on African development, which are devised and formulated far from the people they concern, inhibiting the socio-economic advancement of their target populations. Course professors will grade students on participation and the real life sustainability of the projects, and some of these projects will become part of the Senegal Ecovillage Network, joining most of our other programs that started as student or internship projects. Please see the largest of these in the YouTube film at sem-fund.org.

Lectures

As preparation for the students' research projects, there will be sessions of theory and discussion in both classroom and village settings. To support the independent theoretical research, lectures will cover grassroots theories regarding active participant research and the inherent challenges of development projects. Course professors and lecturers will teach skills such as how to conduct interviews with key informants, observations, surveys, and techniques for action research and to utilize the manual approach used for the collection of both qualitative and quantitative data. We encourage students who are already familiar with the software for data collection to use the available software. To support project implementation, the lectures will cover project planning, teamwork, evaluation, indicators, and other project basics. Professors, students, and villagers will employ these strategies during the formation of the group and the design of the program in the villages.

Course Objectives

The learning objectives are:

- Learn and apply social science methods and approaches.
- Learn the theory and practice of participant observation.

- Understand the application of classic and action research approaches to international development
- Develop skills to comfortably work in a cross-cultural team where all members can actively participate and overcome challenges
- Acknowledge of the day-to-day realities of implementing development programs and their subtle intricacies, challenges, and consequences
- Apply reflexive approaches to development and action

Learning Modalities

The faculty teaching this course use lectures, discussions, site visits, small group work, and hands on projects as key strategies to allow each student to develop mastery of course content.

Course Instructors

Oumar Diène and Brooke McKean will co-teach and facilitate the course. They will coach and supervise the participatory action research carried out during the course and will relate concepts of sustainable development to the activities of the organizations and village teams in which students carry out their service. Additionally, Ousmane Pame and Francisco Carvalho will be available to assist and support student projects and planning.

Oumar Diene, PhD, completed his thesis in 2008 in urban and environmental studies in the Department of Geography on changes in the use of urban space with modernization under the Chair for Environmental Studies program at the University Cheikh Anta Diop (UCAD) of Dakar. He also is the Secretary General of the Senegal Ecovillage Network, GEN Senegal. He has grown up with the Yoff village association, APECSY, engaging in community development work since an early age, and has been leading the service learning fieldwork of the Living Routes courses since they began in Senegal in 2004.

Brooke McKean, MSc, received a BA in economics and international studies at the University of Washington and an MSc in development management from the London School of Economics where much of the research on participation has been pioneered. She has conducted research and worked with NGOs in Kenya, Sierra Leone, and Tanzania before coming to the Living Routes Program. In addition, as a professional photojournalist, she can provide support to students working on artistic projects.

Course 1. Independent Study in Sustainable International Development - *Applied Social Science Research*

Program: Senegal: Sustainable Community Development

Department: Anthropology

Course Number: ANTH 396

UMass Faculty Sponsor: Ralph Faulkingham

EREV Institute Faculty: Oumar Diene, Brooke McKean

Term: Spring 2010

Credits: 4

Course Description

The Applied Social Science Research course involves both academic and field research, culminating in an individual theoretical paper. Once students have established the villagers' hopes regarding development and the project they want to follow, the subjects for their academic research will generally be a bit larger in scope and more theoretical than the projects executed in the field. However, the topics that students choose will directly inform their projects through reviewing relevant case studies, academic theories on the topic, and identifying how to improve project success.

In addition, depending on their type of study and project, students typically will carry out some focused data collection and analysis. Students will develop research questions, consult experts, and conduct academic and theoretical research to inform the practical implementation of projects. Protocols for data collection, as well as the analysis process, typically go through several stages and drafts. Please note that students' previous experience in research may be very different from the Action Research methods used in improving or creating programs with villagers.

We encourage students to consult with Oumar Diene and Brooke McKean, who will be available for private consultations, about how the students' specializations can correspond with the objectives of this course.

Course Requirements

Course Participation

There will be regular in-class activities and designated time for independent research. To receive full participation points, students must complete in-class activities, attend classes, and use independent study time for productive research.

End of term report

Students are required to report on their study experience in a research paper, case study, or other substantial piece of writing of 10 pages or more. This will be the first section of the overall project report, detailing relevant academic literature and the research process

including methodology and results. Although it is a group effort, professors will grade students on their individual sections.

For the theoretical research, for example, a project that addresses women and microfinance could explore different models of microfinance in Africa in an effort to try and find the most effective one for the local population; this should be done while keeping the immediate needs of the villagers in mind. It could also explore the most pertinent non-formal education methods for teaching microfinance to illiterate villagers. A project on organic agriculture could address the devastation of crops by pests and identify case studies that address that challenge. For artistic projects, this may entail documenting local schools of art or performance and the methods they use. Senegalese and American partners will work together on their research, but they can divide the different types of information needed for their project amongst themselves. Typically, Americans write their reports in English and the Senegalese in French.

Weblog

Students are required to write summaries of their project and growth experiences in the form of a weblog. Each student will write three blogs each over the course of the semester to be posted on the Living Routes blog, To share the experience of writing blogs with the community, one or two students will summarize the week's events, Our Space sessions, process of projects, and any interesting stories. A table will be posted in the classroom and student will have the opportunity to choose the weeks they wish to post. We also encourage students to have personal blogs to share more personal stories with family and friends.

Grading

End of term report.....	50%
Course participation.....	25%
Weblog.....	25%

Course 2. Service Learning in Developing Countries - *Participatory Program Design*

Program: Senegal: Sustainable Community Development

Department: Service Learning

Course Number: SRVCLRNG 397I

UMass Faculty Sponsor: Ralph Faulkingham

EREV Institute Faculty: Oumar Diene, Brooke McKean

Term: Spring 2010

Credits: 4

Course Description

In developing countries where services often are minimal, community development and program design skills are keys to effective service learning. For the service learning aspect of the research project, you will work in teams with fellow students and villagers to participate in ongoing community development activities, or support a new small-scale project. While developing your research projects, it is essential to work closely with village partners to ensure the relevance and sustainability of your work. Furthermore, your activities will guide your individual research and vice versa. Students, community members, and field experts develop teams defined by similar interests and community needs. With faculty assistance, teams define the types of service and projects they will carry out in Yoff ecovillage. In the process of action research, students will participate in the cyclic group process of designing and testing procedures and projects that they identify as having the capacity of improving the performance of their groups. The objective in the end will be to create a foundation for an approach that the villagers will be able to continue to develop and build upon after the end of the program. Each research project will consider sustainability, both for the maintenance of the project and the project's impact on the environment, economy, worldview, and society of the community. These domains follow the Gaia education model, which is part of the subject matter for the four courses in sustainable development.

Course Requirements

Course Participation

Student participation consists of involvement with research project partners during village trips and group preparation in Dakar. As preparation for the project, professors will assign homework that is part of the course participation.

Written reports

The second half of the project report will involve a description of the project, objectives, strategies for action, challenges faced in the process, evaluation of project sustainability, and other relevant project details. Professors will evaluate the project based on its sustainability, effectiveness, ability to overcome challenges, and villagers' opinions about the students' work.

Presentations

The presentation will involve explanation of group projects and research conclusions at project sights in Yoff. At this time, students will formally present their final research results, additional documents, photographs, and posters for community members and instructors during week 13 of the course.

Grading

Course participation.....40%
End of term report.....30%
End of term presentation.....30%

Course Schedule

IMPORTANT NOTE: Schedule subject to change based on needs of students, research projects selected, and faculty. Because the program is based in Yoff, we will have many ongoing opportunities to participate in research and community development activities. The calendar will change dramatically throughout the semester to accommodate various needs, which supports lessons in cross-cultural work and flexibility.

Part I: Introductions to concepts of action research (theory and practice)

Week 1:

Wednesday 1/29: Introductions

Introduction to courses and concepts (brief)

Week 2:

Tuesday 2/2: Intro to Yoff

Theoretical introduction to Yoff and tour

Week 4

Monday 2/15: Concepts of Innovation and Intro to Research Methods

Continued introduction to Action Research and to the curves of adoption of innovation. Activities and lessons in research methods

Tuesday 2/16 – Thursday 2/18: Preparing Projects in Yoff

Yoff village flexible meetings in groups, with key informants and mentors, gradual definition of semester projects. Frequent student-staff feedback sessions. Yoff students take leadership roles introducing American students to Yoff.

Write and be able to present first draft of goals/objectives, schedules, resource needs and working agreements to be in writing by Friday.

Interspersed presentations and activities in EDE project design, teamwork, research methods, and interactions at the interface.

Friday 2/19:

Discussion of projects

First homework due: Draft summary of research project

Optional Readings in Action Research:

Zeitlin, M. & McKean, B. 'Action Research in International Development: Course Notes' Crewe E. & Harrison, E. *Whose Development? An ethnography of aid*, London, Zed Books. (Chapter 5), 1998.

Barbier, R. *La Recherche-action existentielle*, Université Paris 8 (<http://www.barbier-rd.nom.fr/RAInternet.Html>) (<http://www.recherche-action.fr/>)

OR

Dick, B. (2002) *Action research: action and research* [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/aandr.html>

Optional Theoretical Readings:

De Herdt, T. & Bastiaensen, J. (2004) Aid as an encounter at the interface: the complexity of the global fight against poverty. *Third World Quarterly*, 25:5, 871- 885.

Freire, P. (1970) *Pedagogy of the Oppressed*. USA: Continuum International Pub.

Part II: Conducting research and defining objectives

Week 5:

Monday 2/22: Action Research Methods and Defining Objectives

Theoretical groundings of action research and history

Defining goals/objectives cont....

Wednesday 2/24: Conducting research

Conducting research on the internet, finding academic sources

Activities to support student research

Week 6:

Tuesday 3/2: Research Practice and additional methods

Applying research techniques

More lessons in research and interview methods

Wednesday 3/3: Strategic Planning

Developing action plans, flexibly

Deadline: *Second homework due (individual research topics and articles found)*

Optional Readings:

Dick, B. (1998) *Structured focus groups* [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/focus.html>

Part III: Strategic planning

Week 7:

Friday 3/12: Check-ins

Progress reports and discussions

Deadline: *Third homework due (draft action plans)*

Optional Readings:

Dick, B. (1996) *Managing change* [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/change.html>

Week 8:

Monday 3/15: Evaluation

Monitoring and evaluation, indicators, and fundraising
Examples of previous reports and report guidelines

Friday 3/19: Check-in

Check-ins on project progress

Deadline: *Fourth homework due (evaluation techniques and indicators of project success)*

Optional Readings:

Dick, B. (1997) *Qualitative evaluation for program improvement* [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/qualeval.html>

Ebrahim, A. "Accountability in Practice: Mechanisms for NGOs." *World Development*, 31:5, 813-829, 2003 (pp. 818 – 822, 825).

Articles specific to student projects and research

Part IV: Reflection and Analysis

Week 9:

Monday 3/22: Analysis and feedback on projects

Students present their projects within the framework of action research theory (including their action plans and evaluation techniques)

2 groups present and receive feedback

Week 10:

Friday 4/2: Analysis and feedback on projects

Students present their projects within the framework of action research theory (including their action plans and evaluation techniques)

2 groups present and receive feedback

Part V: Action and Implementation

Week 11:

Monday 4/5: TBA based on research project needs

Week 12:

Monday 4/12: TBA based on research project needs

Week 13: Project Completion

A full week opportunity for students to complete work with field partners, implement projects, and present research results to the Yoff community.

Week 14:

Wednesday 4/28: Final report due

INTRODUCTORY WOLOF

Program: Senegal: Sustainable Community Development

Department: French

Course Number: WOL 290

UMass Faculty Sponsor: Patrick Mensah

EREV Institute Faculty: Hamidou Gambiga

Term: Spring 2010

Credits: 4

Course Description

This course offers the American students an opportunity to become familiar with the Wolof language, allowing them to participate in day-to-day conversations with people in Dakar. It takes place in the GENSEN building with a professor who has extensive experience with intercultural teaching situations.

Course Objectives

- Master basic oral knowledge of Wolof including greetings, family members, shopping, time, and Wolof culture
- Understand grammar basics including pronouns, present and past tenses, verb states, future actions
- Develop a greater understanding of Senegalese culture through the Wolof language

Learning Modalities

The faculty teaching this course use lectures, discussions, and small group work as key strategies to allow each student to develop mastery of course content.

Course Outline

The Wolof course runs for 6 hours a week when the group is not in the village or involved in special events. This 45-hour course parallels the English class for the Senegalese students and consists of sessions that extend over the semester.

Course Instructor

Mr. Hamidou Gambiga is a Wolof, Soninke, and Bambara languages trainer. He has taken an active part in inquiries carried out by survey companies like Senagrosol, Consult MS, and Associates. He has been a language teacher at the American Peace Corps, the ACI Baobab, and in a number of catholic programs in Dakar, Thies, Kiniabour, and Mekhe.

Course Requirements

Course Participation

Students are expected to attend all classes and practical work sessions; come to class and work prepared (as directed before class/work by the instructor) and be actively engaged in course activities, discussions and projects. Students will be responsible for alerting the instructor before the start of class/work if there will be an anticipated absence.

Classwork and Final Exam

Throughout the course, students will have classwork involving oral presentations and written quizzes to support program language learning. Specific dates for the oral presentations, homework, and quizzes will be given throughout the course. A final oral exam will be held during the final weeks of the program that covers the major content of the course.

Grading

Course participation.....	30%
Average grade for classwork.....	35%
Final oral exam.....	35%

Course Schedule

Week 1

- Nuyoo ak wonale
- Saluer et se présenter : dire son nom, sa nationalité, ce qu'on est, son origine
- Présenter une tierce personne, prendre congé
- Exercices pratiques (conversation structurée)
- Grammaire : pronom complément, pronom présentatif+verbe d'action

Week 2

- Li nu wer- soxla yu jamp yi.
- Environnement- besoins de base
- Identifier les objets, les choses, les personnes
- Exprimer les besoins de base
- Grammaire : les démonstratifs, la négation, les prépositions, l'impératif.
- Wa ker gi- njaboot gi- la famille
- Présenter sa famille ; dire ce qu'ils font ; ou ils sont.

Week 3

- Suite de la leçon sur la famille
- Termes de parenté
- Les nombres de 1 à 60
- Grammaire : les possessifs, les mots interrogatifs, le pronom énonciatif, la négation
- Yittey ku nekk : activités personnelles et celles des membres de la famille.
- Parler de ses activités
- Grammaire : pronom emphatique du verbe d'action (accompli/inaccompli)

Week 4:

- Suite de la grammaire sur (l'emphase sur le verbe)
- Ceri yaram ; wer gi yaram
- Parties du corps ; état de santé, identifier les traits physiques
- Grammaire : les possessifs (pluriel) ; questions avec « ndax... ? »

Week 5

- Waxtu ; wax ci xew xewi bés bi
- Demander et dire l'heure, heure des activités de la journée

- Grammaire : la forme interrogative, le suffixe (e)
- Jend ak Jaay : acheter et vendre
- Nommer des produits de première nécessité
- Apprendre à compter la monnaie locale
- Se renseigner sur les prix, discuter, marchander
- Grammaire : le suffixe (i, ji), les pronoms objets
- Wax lu jem ci lu weesu : expérience récente
- Faire un récit au passé, expressions de temps au passé

Week 6

- Grammaire : l'accompli, le temporel (bi+pronom)
- Ci niawkat bi : chez le tailleur
- Identifier les types de vêtements, les couleurs
- Dialogue entre le tailleur et un client

Week 7

- Grammaire : le suffixe (lu)
- L'hypothétique (bu, su) le pronom narratif
- Locutions introduisant le narratif
- Wax lu jem ci kanam : (mébét)
- Parler d'un projet, faire un récit au futur
- Expressions de temps au futur

Week 8:

- Grammaire : la marque du futur
- tukki- voyage
- Identifier les moyens de transport
- Poser des questions sur les moyens de transport
- S'informer sur les prix du transport

Week 9

- Grammaire : le pronom relatif du sujet (exercices)

PROFESSIONAL FRENCH

Program: Senegal: Sustainable Community Development

Department: French

Course Number: FRE 290

UMass Faculty Sponsor: Patrick Mensah

EREV Institute Faculty: Ousmane Pame

Term: Spring 2010

Credits: 4

Course Description

The French course is adapted to the level of the students in the program. If there are students with only basic or no knowledge of French and students with an intermediate knowledge, the program will offer two French courses : introductory and intermediate/advanced French. As a result, the syllabi will be adapted based on student knowledge. Below, please find an example of a syllabus for this course but recognize that it will change once we evaluate your French skills. However, all French courses aim at increasing comprehension, accuracy in reading and writing, and knowledge of professional vocabulary in international development. Students also explore African cultures through a range of texts, taken from original sources by African authors. The courses encourage intense cultural interaction while building students' linguistic competence and communication skills.

Course Objectives

- Increase comprehension and accuracy in the French language
- Learn professional terminology relevant to international development in French
- Discuss Senegalese politics and sustainable development issues in French
- Understand French-speaking West African history and Senegalese culture through reading articles and novels written by African authors

Learning Modalities

The faculty teaching this course use lectures, discussions, presentations, and small group work as key strategies to allow each student to develop mastery of course content.

Course Requirements

Active Participation and Leadership

Students are expected to attend all classes and practical work sessions; come to class and work prepared (as directed before class/work by the instructor) and be actively engaged in course activities, discussions and projects. Students will be responsible for alerting the instructor before the start of class/work if there will be an anticipated absence.

Classwork and Final Exam

Throughout the course, students will have classwork involving oral presentations and written quizzes to support program language learning. Specific dates for the oral presentations, homework, and quizzes will be given throughout the course. A final oral exam will be held during the final weeks of the program that covers the major content of the course.

Grading

Course participation.....	30%
Average grade for classwork.....	35%
Final oral exam.....	35%

Course Schedule

1^{er} cours

- Prise de contact / présentation
- Analyse des besoins
- Aspects socio- culturels sur la vie sénégalaise (à titre d'info)
- Questionnaire

2^e cours

- lecture texte
- Questions sur le texte
- Les nombres / les numéraux cardinaux
- Petite calculs

3^e cours

- Expression écrite : usage du nom, verbe et pronom et construction de la phrase
- Exercice oral
- Devoir à faire à la maison

4^e cours

- La conjugaison : les modes et temps
- Exercice interactif entre étudiants
- petit récit individuel et correction collective
- Vérification et correction du devoir à faire à la maison

5^e cours

- Texte : contes et legends du Sénégal
- Lecture et compréhension du texte
- Support audio visuel

6^e cours

- Grammaire : le mode impératif
- Exercice d'application
- Les numéraux cardinaux
- Petit test d'évaluation formative

7^e cours

- Texte : l'environnement au Sénégal
- Lecture et compréhension du texte
- Support audio visuel
- Devoir / test No 2

8^e cours

- Texte : actualité socio culturelle
- Lecture et compréhension du texte
- La phrase simple et La phrase complexe

9^e cours

- Expression orale
- Grammaire : le pluriel des noms
- Exercice d'application

10^e cours

- Texte : sur les rites et traditions au Sénégal
- lecture et compréhension du texte
- Discussion autour du thème
- Devoir à faire à la maison / sur les rites

11^e cours

- Grammaire : syntaxe du français
- Phrase énonciative, phrase négative phrase interrogative
- Exercice interactif entre étudiants
- Exercice d'application
- Correction du devoir à faire à la maison

12^e cours

- Texte tiré du roman de A.S. Fall « l'appel des arènes»
- Lecture et compréhension du texte
- Discussion sur le thème du sport au Sénégal et aux USA
- Fiche à préparer : « mon sport préféré »

13^e cours

- Grammaire : phrase personnelle indéfinie
- Exercice d'application
- Dialogue et mise en science autour d'un thème illustratif
- Devoir / test No 3

14^e cours

- Texte tiré du roman « une si longue lettre » de Mariama BA
- lecture et compréhension
- Discussion sur le thème de l'amitié l'entraide
- Fiche à préparer : « mon ami : qui est il ? »

15^e cours

- Projection d'un film documentaire sur Dakar
- Discussion autour du thème de la salubrité dans les quartiers
- Jeu de questions / réponses.
- Correction de la fiche du cours No 14

16^e cours

- Grammaire :
- les Termes secondaires et les déterminants

- Exercice d'application
- Devoir à mi parcours des besoins des étudiants.
- Prise en compte des difficultés et satisfaction de ces dernières
- Travail à domicile

17^e cours

- Biographie de L.S. Senghor / poète sénégalais
- Discussion sur son œuvre et sa vie.
- Eléments de comparaison avec un poète américain
- Fiche à préparer : « mon écrivain préféré »

18^e cours

- Grammaire : les temps simples
- Exercice d'application
- Exercice interactif
- Dictée
- Devoir / test No 4

19^e cours

- Thème : les plantes et le reboisement
- Support audiovisuel sur la flore au Sénégal
- Fiche technique de certaines plantes curatives
- Travail à domicile (une plante utile !)

20^e cours

- Grammaire : le temps composés
- Exercice d'application
- Récit illustré avec les temps composés
- Correction du travail à domicile

21^e cours

- les cérémonies familiales (Baptême, mariage, circoncision et décès).
- Support audiovisuel
- Thème de discussion
- Personne ressource (à contacter)

22^e cours

- Texte : sur le SÉNÉGAL
- Discussion sur différentes composantes liées à sa position, ses mœurs, son économie
- Synthèse de quelques notions sur les cours précédents
- Devoir test No 5

23^e cours 1h

- Travail de synthèse
- Evaluation sommative sur le cours de français
- Notes

CONVERSATIONAL ENGLISH

Program: Senegal: Sustainable Community Development

Department: English as a Second Language

Course Number: ESL 290A

UMass Faculty Sponsor: Ingrid Holm

EREV Institute and Living Routes Faculty: Brooke McKean

Term: Spring 2010

Credits: 4

Course Description

In this course, designed for Senegalese university students who have had up to eight years of English in middle and secondary school, the focus is primarily on fluency in speaking and comprehending, secondarily on reading and writing English. In each semester program, a number of students also have majored in English at the BA or masters level. However, their opportunities to use the English language are typically very limited.

The rationale of this course is learning by doing. Professors will guide students through the exercises that should all be achievable. We understand pronunciation in its wider sense to include fluency as well so that students are able to talk extensively and use chunks of language to express their meaning. We focus conversational English because it is one of the main reasons for communication. The professor will also encourage students to express ideas that are more abstract because students will need to express sophisticated ideas as they become more proficient in English.

Course Objectives

The objectives of this course are to improve the students' ability to speak English in a variety of contexts. Students will do this through exercises, which focus on improving pronunciation, describing events and concepts, keeping a conversation flowing and asking questions about others, and talking about themselves.

Course Outline

This 45-hour course holds three two-hour sessions per week when the group is not involved in village travel or special events. Below is a description of the class as a six-week course, although the sessions extend over the semester.

1. Pronunciation. The professor will help students to speak more fluently through exercises on sentence stress (accent de phrase), intonation, and connected speech (la chaîne parlée).
2. Sounds and utterances. After working with utterances (énoncés), the professor will work with students on the individual sounds with which many students have problems.
3. Description and expression. Students will describe what they see in photographs. More importantly, they express what the photograph means to them and guess what has happened or what will happen. This is an opportunity for students to express their ideas and opinions fluently and logically. Students will also learn phrases to help them

gain time while they are thinking and to describe things when they do not have the exact words.

4. Conversation. Students will also concentrate on starting conversations (i.e. telling people about themselves and asking other people about their lives). Apart from small talk, students will practice giving extended answers to questions. They will become more effective in explaining their point of view, expressing their ideas even if their vocabulary is limited, and keeping a conversation flowing.

The final English language exam will test all of the areas mentioned above.

Instructor

Brooke McKean, MSc, is a native English speaker and has taught for the semester course since January 2009.

Course Requirements

Course Participation

Students are expected to attend all classes and practical work sessions; come to class and work prepared (as directed before class/work by the instructor) and be actively engaged in course activities, discussions and projects. Students will be responsible for alerting the instructor before the start of class/work if there will be an anticipated absence.

Exam

On the exam day, before the exam begins, the examiner(s) will pair each student with another student as exam partners. The two students will take the exam together. The examiner(s) will decide who your partner will be.

Part A

This is a conversation between the paired up students. Students will have a conversation with each other in which each student will ask and give information about himself/herself (i.e. their hobbies, where they are from, family, etc.). It is not just a series of questions and answers; it is an exchange of ideas and a conversation. It is what we call “small talk” in order to start and keep conversations flowing. While students are having a conversation with their exam partners, the examiner(s) will be listening and making notes according to the marking criteria (see below). This part of the exam will last approximately 5 minutes.

Part B

Following the conversation is a picture for discussion. Each student will be given a photograph to describe and, more importantly, to talk about in a more general sense (i.e. student’s opinion about the image, what the photograph means to the student, or of which the it reminds the student, what the student thinks happened before or after the photograph was taken, etc.). In this part of the exam, the student will speak individually for about 2-3 minutes.

Part C

Finally, the examiner(s) will give the students and their partners a hypothetical question that they will both discuss together. For example, “If you had to live on a desert island, what 5 things would you take between the two of you?” Students do not have to agree with each other; the most important thing is that each student is able to negotiate with his/her partner and listen to what he/she is saying.

Grading

Course participation.....	30%
Average grade for oral presentations.....	35%
Average grade of written quizzes.....	35%

COMPUTER SKILLS

Program: Senegal: Sustainable Community Development

Department: Computer Skills

EREV Institute and Living Routes Faculty: Diary Touré

Term: Spring 2010

Course description

The computer practice and skills course is a component of the program and targets both students already experienced with data processing and those completely new to computers. Thus, the course will reinforce the capacities of some students and provide training for others. The course professor has organized the according to the needs of each group. Each course will cover the crucial Microsoft Office software. The course begins with a revision of Word with exercises followed by an explanation of Excel, also with revision and exercises. The course finishes with a basic explanation of PowerPoint, allowing students to create presentations and slides.

Instructor

Diary Touré received her Dual II at the English Department of Cheikh Anta Diop University. After receiving her degree, she trained for and obtained a secretarial diploma. She has been working with the L&L Center since 1999. She is polyvalent and has worked in various domains that include designing websites, providing administrative support, and teaching computer classes.