The purpose of this course is to learn about changing gender roles in the global political economy due to globalization, participation in and policy initiatives at the global level, the role of arts and culture in raising awareness and making change, and the role of women’s empowerment projects, learn of feminist and other critiques of and the processes of transnational development theories and practices. Through our visits, discussions, and workshops we will learn, first-hand, by looking at economic, cultural and political forces, policies, and programs affecting women’s lives and the interconnection between gender, culture and social change. There will be a focus on grassroots and indigenous organizing and community driven development. We will engage in community-based programs – we will observe, learn commonly used strategies for development, and assist with the implementation of programs through service, sharing of ideas, and program delivery assistance – throughout our time in Tanzania.

COURSE DESCRIPTION
This course examines the dynamic relationship between arts, culture, gender and development in Tanzania. As we visit different regions of Tanzania, we will analyze the changing roles, opportunities and expectations of Tanzanian women and men (boys and girls) in various communities. We will learn first-hand by looking at economic, cultural and political forces, policies, and programs affecting women’s lives and the interconnection between gender, development and social change. Through our visits, discussions, and workshops we will learn about changing gender roles in the global political economy due to globalization, the role of arts and culture in raising awareness and making change, and the role of women’s empowerment projects, learn of feminist and other critiques of and the processes of transnational development theories and practices.

COURSE LEARNING OBJECTIVES
• Develop a deep understanding of the interconnections between gender, race, ethnicity and development issues – using an intersectional analysis;
• Comprehend the complexities of development and development studies in Africa and
  Tanzania specifically African feminist centered approaches;
• Recognize internal factors and agencies in African countries that impinge on social
  transformation;
• Demonstrate the extent to which development projects impact communities;
• Acquire interdisciplinary research, analysis, and writing skills that are critical, analytical, and
  systematic.
• Develop an understanding of the individual, social, political, economic, and cultural contexts
  of the struggles for justice throughout the world

CLASS POLICIES
1. Absolutely no one outside of the program is allowed to attend classes, trips or any program
  activities. Outside participants should not be invited to use program facilities under any
  circumstances. Inviting non-participants who have no relationship to the summer abroad program
  and “sharing” program space/accommodation/activities is grounds for dismissal.
2. Two missed classes/excursions without explanation is grounds for dismissal from the program.
3. Consumption of illegal drugs is grounds for dismissal from the program.

REQUIRED TEXTS
Please purchase these texts and bring them with you on the trip! Any edition is acceptable.


**The remaining articles will be available on Blackboard far in advance of our travels. Please
print and bring these articles with you!**

COURSE ASSESSMENT
Course evaluation is based on your active participation in discussion, activities, and projects;
timely and thoughtful completion of quality written work; group presentations.

Active Participation (40 points)
You will receive a major percentage of your grade from actively participating in this program.
Active participation is defined as coming to each scheduled event (on time and for the duration),
completing the assigned readings, and participating in class/group/community discussions and
activities in a thoughtful, critical way.

We will share the responsibility for making this program work for you. However, you must keep
in mind that we are in TANZANIA and it might not be possible to tailor things to your individual
likes and dislikes!

1. Be prepared to not enjoy everything. This is not just about you (to speak frankly). This is an
  immersion experience. The focus is on learning about another community outside of yourself and
your experience. You may or may not see yourself reflected in this experience. If you do, this will be a good internal, reflexive learning experience. If you do not, this will be a good external, cross-cultural learning experience. There are a variety of activities planned to meet various interests and learning styles (lectures, site visits, arts workshops, tours, journaling, discussions, etc). Challenge yourself to fully engage all, to be patient through activities that may not be of deep interest to you, and to lead the energy in those that most interest you.

2. Leave selfishness, impatience, complaining, whining, negative attitudes, immaturity, mean spiritedness at home. Push through and give your feedback when the post program assessment forms are distributed.

3. Be curious, have fun, but be respectful especially when it comes to questions, body language, modesty, greetings and picture taking. Tanzania is a relatively conservative country and how a person dresses and behaves can often affect how he/she/we are received and treated. In large towns such as tourist areas in Dar es Salaam clothing conventions are far more relaxed. In some communities that we will travel, and especially in Islamic areas however, in order to respect the customs, traditions and culture of these communities it is important that you adhere to the local protocol.

The topics covered and many first-hand experiences in this course often will elicit strong responses. Many of our discussions will include the sharing of personal and sensitive material. You are expected to be actively engaged and sensitive, to encourage the expression of individual views and multiple perspectives, to respect each other, and to maintain personal information in the strictest of confidence. Failure to do so will result in a failure to complete this program successfully.

Journal Entries (35 points)
For this assignment you are required to keep a daily journal of the readings, events, experiences, workshops, etc. that we participate in. I will NOT be reading your entire journal rather I will be asking you to select 7 entries for review at the conclusion of the program. Journal entries are a minimum of four pages. See the following for a guide on how to approach your journal.

A PERSONAL VOICE
Examine your personal responses to materials, visits, workshops, experiences and reflect on challenges to your beliefs and values. In preparation for writing this section, re-read the article and place an X in the margin at each point where your attitudes or beliefs are challenged, and a Y at those points where you feel a kinship with the argument.

i) In what ways did this article, event, workshop support or challenge your pre-existing views? Explore the origins of your views. When, where and from who did you learn these ideas?
It is important to judge an argument on its own merits and not allow your biases and preconceptions to interfere with your evaluation. One way to prevent your biases from interfering with your evaluation is to become self-conscious about these biases, to articulate them clearly and to evaluate them.
ii) Identify and problematize your emotional responses to the issues raised in these texts, events, workshops, experiences. Your responses might include anger, confusion, ambivalence, discomfort, excitement, surprise, resistance, denial, enthusiasm, etc. Ask yourself why you feel this way, that is, problematic (explain and assess) your feelings rather than just describing them. For this assignment, you are investigating your own responses to the issues raised in the text, experience, etc. As it is your journal you are writing from an explicitly personal and reflective perspective. This means there are no right answers. The major factor taken into consideration in marking this section will be your ability to identify, problematize and reflect on your pre-existing beliefs and emotional response to the material – and for you to develop a critical language for articulating and making sense of it.

By participating in the course work I understand that:

- I am responsible for what I write. My writing will be thoughtful, appropriate for the course, and will not include harassment, gossip, or making fun of others – instead I will engage in critique and analysis. The words will be my own, not plagiarized from others. If I quote others or use the work of others in some way, I will provide full sources.

- I will have to redo my work if my work is inappropriate, filled with errors, or sloppy, and will not receive credit until my work meets academic standards.

- I will make sure the tone of discourse is civil. If I wish to share my opinion or disagree, there are ways to do this that invite intelligent debate. If my writing or other behavior is not appropriate, I risk losing the opportunity to earn credit for my journal entries and written assignments.

Group presentations (10 points)
You will be assigned to rotating groups of 2-4. You will work in rotating groups of 2 and 4 to present in depth aspects of the week’s events, activities, and readings. This assignment will work together with your journal. More details in country.

Final paper (15 points)
You will prepare a comprehensive 10-15 page essay on a topic that references a minimum of ten outside sources. I will guide you in selecting your topic. Students will be scheduled to meet with the instructor individually while we are in Tanzania and then complete the research paper itself once we return. This paper must follow academic essay conventions.

COURSE SCHEDULE
**TENTATIVE—MAY BE ADJUSTED AS NECESSARY BY INSTRUCTOR**

June 2:
Readings:


June 4
Readings:

June 11
Readings:

June 12
Readings:

June 16
Readings:

June 19
Readings: Familiarize yourself with the mission statements/objectives of these community projects!

PROJECTS:
• http://www.amref.org/what-we-do/promoting-womens-reproductive-health-the-ijenge-project-tanzania/
• http://www.unfpa.org/public/home/news/pid/7241

June 21
Readings:

June 24
Readings:

June 26
Readings: