Course Description:

This course seeks to create a global service learning experience for students interested in developmental communication and international social issues. Students in this program will spend four weeks abroad, experiencing cultural immersion in a rural area of Tanzania and learning about the community programs, media outlets, and culture of this part of East Africa. Our on-site collaborators are various agencies in rural northwestern Tanzania including the WOMEDA (women’s rights), MAVUNO (water issues and microfinance), Karagwe School districts, Nyakahanga district hospital, the AIDS control program, Kagera Disability services, FADECO Community Radio, plus numerous other NGOs and media outlets that are associated the local community (see list below). The program is designed to expose students to a broad variety of topics related to communication studies in the global context of community service programs in Africa and international development. Each student will do a service project related to an area of communications studies, including broadcast production, public relations, and strategic communication, with one of the local partner agencies.

Mass media are essential components that are used to facilitate economic and social development, particularly in developing countries. Developmental communication focuses on education, information dissemination, and awareness-building in communities. Therefore, mass media, if used effectively and appropriately, can support behavioral change in communities. In particular, NGOs and community organizations who implement developmental communication processes, can address the issues outlined in the United Nations Millennium Development Goals. These goals include the reduction of poverty, the promotion of gender equality, and the reduction of HIV/AIDS and malaria infections.

The prerequisites for this enrolling in this program are COM 102: Principles of Communication or COM 124: Mass Media Literacy or permission of the professor of instruction.

Prior to departure, students will gain an understanding of East Africa and develop a service learning project, which they will then implement while studying abroad. At this stage, the instructor will provide information and facilitate discussions on Tanzania’s history, culture, and political and economic status. In addition, the instructor will supervise the development of the service project.

This is a very intensive in country program in which students will be involved in class related activities for six to eight hours every day for six days of the week. And, there will be activities planned for Sundays also. It includes daily lectures and discussion (2 hours) and cultural immersion activities and guest lectures (4-6 hours a day). They will live on the grounds of a district hospital community in western style guest houses.
with running water and will have easy access to the resources (including staff of the programs housed there) of the hospital.

Students will be expected to keep daily journals or blogs and will also be given reading, essay, interviewing or production assignments while in Tanzania. All students who register for this program will have done a paper/proposal on some social, communication, or community issue in East Africa prior to departing for the study abroad component of the class. They will be required to do ethnographic research and a service project with an agency
while in Tanzania including interviewing at least four people as part of the project.

**Student Learning Outcomes:**

Students will:

1. Experience first-hand the social and community issues of rural East Africa. The health issues, social and mass media environments, and available programs are markedly different than those experienced in Western environments. The students will visit many different types of agencies that address the social and health needs of individuals in this rural community. The program is unique in offering students a wide variety of opportunities to explore different types of issues, everything from water quality to reproductive health to HIV/AIDS and orphan programs to agencies dealing with women’s rights and equality. Participants will see and hear firsthand (not through the writings of a western journalist or researcher) how these agencies operate and the issues they think are important.

2. Meet African individuals who are involved in grass roots attempts to address the current problems and issues of rural areas of Africa. Students will have the opportunity to talk to individuals from the local community who are working to address local community problems. This includes AIDS orphans, doctors and nurses from the district hospital, educators, directors of agencies such as WOMEDA (women’s issues), FADECO (local economic issues and HIV), MAVUNO, and other NGOs servicing the area (see complete list below).

3. Understand the multi-faceted nature of the social issues of rural life in Africa. Immersion in this environment offers learning opportunities through direct contact with members of the community. This first hand interaction is significant because students will be able to observe how the local community responds and deals without Western support systems.

4. Explore and understand, in doing their service that the reality of a developing country issue may be different from how it is portrayed in research or written literature.
5. Explore and develop an understanding of what it means to be of service and the call to respond directly to local needs and understanding of the world.

Summary of Expected Coursework:

Students will be graded on:
1. Daily journal entries. Some of these entries will be personal, others will be based on the course packets and assigned topics. Journal entries will be correlated with daily activities and issues that students encounter while in Tanzania.
2. A paper or project (documentary, photojournal, public relations strategy etc.) which is based on an earlier research proposal. The finished paper will take the data you have collected in country and use it to produce a research report based on what you have learned including four ethnographic interviews.
3. Ethnographic interviews (4 or more).
4. Participation and involvement in scheduled activities.
5. In-country research activities.

Textbooks and Readings

Required:


Additional Materials:

Each student will be given a course packet of brief readings and essay topics that they will need to complete. This will include information about some of the NGOs that we will be visiting.

http://www.tanzania.go.tz/districts/karagwe/karagwef.html (print this web-site off and bring it with you.)
Recommended Readings: (fiction and non-fiction) that provide information about African culture:

Harper Collins, New York, NY (0060930535)

McGraw-Hill, New York, NY (0071367349)


Overall Program Grade Policy

Completion of essays and journal assignments 30%
Revised paper after trip 40%
In-country research 10%
Completion of lectures and group exercises 10%
Ethnographic interviews 10%

Details on grading: Each student will be required to attend a series of lectures and group exercises as part of the program.

Journal Grading
Journals are due periodically throughout the program. I will try very hard to return them to you within one day when we have to borrow the actual journal. Be sure to continue journaling while they are being read and evaluated. I will respond to them in two ways:

1. With written comments and questions. The purpose of the comments is to both provide support and challenges for your learning. We will reinforce your efforts to better understand yourself and the world around you while asking questions and raising issues to encourage you to continue exploring.
2. With a number score between 0 and 4: the scale below describes the criteria:

Grading criteria and numerical grades:

4 = Assignment thoroughly completed. Reflections on each reading are included, student reflected on class activities and discussions and on experiences within culture. Connections between site, readings and class are made. Reflections go beyond the ‘weather report’ and truly demonstrate thought and introspections on the part of the writer. Good amount of detail. Language free of careless error appropriately used to suit the occasion. Shows insight into the ways in which claims contribute to shared understanding of theoretical concepts under discussion.
3 = Student has made an effort and reflections show some depth of introspection and thought. However, the following have not been adequately reflected upon: readings, class activities or community experiences. Language reasonably free of careless error and stylized to suit the occasion. Substantiates claims with analysis, clarity and example

2 = Student has made some efforts but has not adequately reflected on any of the following: readings, class activities or community experiences. Reflections are rather ‘surface’ reflections without sufficient exploration and explanation of feelings and opinions. Language contains patterns of grammatical error.

1 = Journal turned in, but minimal effort has been presented. Neither readings, class activities or community experiences have been reflected on adequately. Writes predominantly in incomplete or careless prose. Does not respond to all assignments. Offers short undeveloped claims.

0 = Journal not turned in.

NOTE: One point is deducted when your journal is late. If your journal is more than three days late, at least two points will be deducted.

**Academic Integrity:**
Students in this program will be expected to comply with the Wilkes University’s policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to zero credits for assignments and/or failure of the course.

**Schedule**

| Date                  | Topic                                      | Assignment                                                            |
|-----------------------|--------------------------------------------|                                                                     |
| Pre-trip planning     | Visa Vaccinations                          | Contact study abroad office to complete all requirements              |
| February - June       |                                            | **Complete yellow fever shot and get passport**                      |
|                       |                                            | **Complete IRB requirements**                                        |
| March through June 10 | Learn about East Africa, Tanzania and Karagwe | Successfully complete Com                                             |
|                       | Research and write your pre-trip paper.    | Read about Karagwe at the Tanzanian website                          |
|                       |                                            | [http://www.tanzania.go.tz/districts/karagwe/karagwef.html](http://www.tanzania.go.tz/districts/karagwe/karagwef.html) |
| Day of departure      | First journal entries due                  | Please write and respond to journal entries 1.                      |
| June 12-18 (approximate dates depending on availability of) | Off to Africa!! | 😊                                                                  |
Arrival in Karagwe Tanzania  | Settling in, Getting to know the people and life of the Karagwe District, Tanzania, Tour of the community and hospital. Lecture schedule begins
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Learning about community services in Tanzania  | We will spend our mornings (9-12:30) visiting local programs and NGOs. The schedule is determined with our local collaborators and the local NGO’s. Afternoons and evenings likewise will be spent in a number of community activities, attending class, and doing assignments. (Note: This schedule will be flexible to allow us to take advantage of activities in the community).

Date to be scheduled  | Trip to Bukoba
Mid July  | Visit Lake Victoria and city of Bukoba, overnight at Youth Center
Travel to Uganda  | Stay in Entebbe, prepare to depart, stay at Airport Guest House
August 5  | Final paper and journals due
Turn in final papers and journals to Dr. Estwick via digital drop box.

**Cultural Immersion Programs and Speakers**

Programs that present lectures or which students may visit or observe (depending on schedule):

2. Community Health Services Office (community outreach programs including vaccination and water quality, located on hospital grounds)
3. MAVUNO (microfinance and water programs).
4. Director of the Hospital (programs at the hospital).
5. Karagwe AIDS Control Project (provider of educational programs, orphan, widow, and client support and legal aid throughout the district through their eight district-wide offices, speakers will include the director, Mr. Venant Mugenyi plus caseworkers, located in Kayanga).
6. WOMEDA (local NGO providing support to women on issues related to women’s rights, economic development, and legal issues).
7. Karaseco High School (a private secondary school that students visit, each student assigned a local student host at this school where students range in age from 16-23).
8. Tegemeo Eementary School (private elementary school that teaches English)
10. Community health workers, native healer coop (local group comprised of native healers and local health workers from villages in areas around the hospital).
11. Bisheshe AIDS widows coop (group comprised of AIDS widows who are producing crafts as a means of generating income to help support their families).
12. FADECO (local NGO that is attempting to develop a number of subsistence agriculture and conservation programs in the area.

13. AMREF (USAID funded)-voluntary AIDS testing and counseling program

14. Bridget Hathaway (director of local NGO that provides services to individuals with disabilities, works in the hospital but also in villages throughout the area)

15. home visits to experience local hospitality.

16. Dr. Rev Benson Bagonza, Bishop of Karagwe Lutheran Church (the Lutheran church is the largest social service provider in Karagwe and the largest employer if hospital staff are included).

17. Mr. and Mrs. Josiah, local business man and former social studies teacher (lecture on the history of Tanzania, visit to his home for dinner).

18. Opportunistic social events (previous events have included: dinner at the Bishop’s house, attending a wedding and being part of the post-wedding procession, a concert by a Mbutu pygmy choir, attending a party celebrating consecration of the Bishop (including hearing the Prime Minister of Tanzania speak), visiting the rural home of one of the AIDS control office caseworkers and meeting his family).

19. Visiting officials or specialists to the Hospital community (previous visitors have included Danish student nurse interns, a Danish college student doing a project at the hospital, Danish social workers on projects in the area, visiting surgeons and medical specialists from elsewhere in Tanzania and Kenya).

20. Visit to markets of Lukajange, visit to tailors.

21. Hairstyling and hair design by local beauticians.

Note that almost all lectures will be in English, including those from our Tanzanian consultants. English is taught in high school and all Tanzanians who have been to high school know it. In addition, it is the language of medicine so all hospital records, AIDS control office records, etc. are kept in English. It is also the language of instruction at the secondary school and university level. In those instances, when the class meets with non-English speakers (native healer group), a local translator will be provided.

Sample Daily Schedule (MONDAY THROUGH SATURDAY)

8:00-9:00 am Breakfast
9:00-12:30 pm Cultural Activity (visit to one of our partners)
12:30-1:30 pm Lunch
1:30-3:30 pm Cultural Activity or group Discussion
4:00-5:30 pm Lecture and Discussion
6:00-7:00 pm Supper
7:00 pm-8:30 pm Discussion
8:30 pm Break for night, free time for reading, journaling, playing cards

This schedule shifts on Sunday to accommodate cultural activities and social interactions. It is also flexible during the week to accommodate outside speakers and special events. This program does not include any travel outside that involved in visiting NGOs and community agencies listed above.