**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

**AND WORLD CULTURES DESIGNATION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** ED 495 Experience Tanzania: A Cultural Immersion

**Home Department:** School of Education, Leadership & Public Service

**Department Chair Name and Contact Information**: Joe Lubig (1880; jlubig@nmu.edu)

**Expected frequency of Offering of the course**: Summer 2020

**Official Course Status**: Has this course been approved by CUP and Senate?

Yes. ED 495 courses are approved as options as special topics courses under this designation.

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

Students enrolled ED 495 Experience Tanzania: A Cultural Immersion and will learn about the cultural, historical, and ecological aspects of Tanzania, a robust, yet developing country in east Africa. Students will deepen their understanding and knowledge of this region through readings, discussions, and experiences (for those studying abroad) that will expand their global awareness through connections with animals, historical sites, indigenous peoples, and local lifestyle.

Course Objectives:

Students will:

* Understand and describe the major aspects of the Serengeti including its ecological organization and biodiversity.
* Understand and describe the major historical and political events and influences on Tanzania and its people.
* Understand and describe the major economic factors and influences on Tanzania and its people, including the safari and tourism industries.
* Understand and describe the major customs and cultural characteristics of Tanzanians.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

*Critical thinking*

To satisfy the *Evidence* outcome, ED 495 requires students to select approaches and perspectives drawn from scholarly texts, articles, films, classroom lecture/discussion, and personal experience that support their analysis of some aspect of Tanzania today and apply such an analysis from their own perspective as well as theorize the Tanzanian perspective.

To satisfy the *Integrate* outcome, ED 495 requires students to engage with multiple academic sub-disciplines as they relate to African and non-African relationships. Students will apply that knowledge to their own personal experience, observations, approaches or media representations of Tanzanian peoples.

To satisfy the *Evaluate* outcome, ED 495 requires students to critique various texts, articles and videos. Students will analyze and question their own personal paradigm about the African continent generally and Tanzania specifically. Students will evaluate how the other countries have treated Tanzania and its people.

*Social responsibility*

To satisfy the *Knowledge of Cultural Worldview Frameworks* outcome,ED 495 requires students to learn

about multiple African tribal groups, both on the African continent and in their emigration to other countries, including the United States. Students will complete assignments that will demonstrate knowledge of the historical events and federal policies put in place that have impacted the migration of African people.

To satisfy the *Intercultural Awareness* outcome, ED 495 requires students to engage in weekly activities in which they deconstruct laws and policies, and discuss stories, films, essays, songs, and poems. These activities will require students to think critically about the intersection of Tanzanians with other African peoples, as well as with American people and culture.

To satisfy the *Intercultural Engagement* outcome, ED 495 requires students to write several discussion posts and papers requiring them to reflect on the similarities and differences between their culture and that of Tanzanian people.

To satisfy the *Ethic Issues Recognition* outcome, ED 495 requires students to approach questions of past decisions and past actions with a clear perspective in which the ethical issues of the times are carefully examined while students assess change of ethical standards across time. This course specifically addresses ethical issues, and changing views, regarding slavery, war, genocide, social inequalities, and religious toleration, and present their conclusions in papers, in class work, or in discussions.

C. Describe the target audience (level, student groups, etc.)

ED 495 will have a target audience of juniors and seniors who want to study in Tanzania for approximately two weeks during July 2020 as an extension of their coursework from early summer semester.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

ED 495 will be an attractive course for upper-level students looking to fulfill the Social Responsibility General Education Requirement.

For all elementary education majors, ED 495 will count as a General Education Social Responsibility requirement while partially meeting the Teacher Education program requirement for the required 15 credits of social studies. Additionally, through a partnership with the Department of History, this course will meet the required electives at the 400 level for the secondary History major or minor, serving as a possible elective substitution for a Social Responsibility history course.

E. Provide any other information that may be relevant to the review of the course by GEC

ED 495 will be a summer course requiring students to keep daily journals and to create a final curated presentation, as part of the study abroad experience in Tanzania in the summer of 2020.

Requesting this course as one that meets the NMU WORLD CULTURES requirement as students will be studying and immersing themselves in the culture of Tanzania on the African continent. The following World Cultures expectations will be met through the online requirements and the required in-country immersion:

1. Comprehend and articulate the distinctive world view (e.g., values, norms and beliefs) of at least one culture that varies significantly from Anglo-American and Western European cultures;
2. Understand how culture is expressed in terms of artifacts, artistic accomplishments, technology, customs and texts;
3. Understand and respect social and cultural diversity and complexity in a global context;
4. Understand how factors such as racial, ethnic, gender and class differences affect how groups within a culture relate to each other; and
5. Articulate the important achievements and contributions of other cultures in such areas as the arts, literature, philosophy, ethical values, religion and science.

Course reading materials and immersion experiences:

Before trip online book discussions:

* The Black Mzungu
* Tales from Tanzania: A Mostly True Story
* Tanzania-Culture Smart!: The Essential Guide to Culture and Customs
* Stains on my Khanga

During trip group discussions and daily journal keeping (digitally, handwritten, photographic…)

* Kigoma local food/art market. Take boat to Gombe fo chimpanzee trek/study. Overnight in Kigoma.
* Full day in the Serengeti to spot the wildlife and enjoy the center of the Serengeti. Serengeti Ang’ata Tented Camp for overnight.
* Ngorongoro Conservation. Drive to Olduvai Gorge. After Olduvai Gorge experience, visit the Maasai people. Late afternoon, head to the Ngorongoro Ang’ata Tented Camp for overnight
* Tented camp and enter the Ngorongoro Crater for a game drive until afternoon before we exit and head outside the park for overnight at Ngorongoro Farmhouse.
* Lake Manyara for half-day game drive. After, check in to Tarangire National Park. Overnight at Tarangire Ang’ata Tented Camp.
* See the best of Tarangire in the morning- Tarangire is famous for elephants and baobab trees. Back at the lodge for brunch, then pack and exit Tarangire towards Arusha and end in Moshi for overnight at Bristol cottage.
* Home stay with local family and local shopping/exploring Moshi afternoon into evening. Overnight at Bristol Cottage.

Post-trip - Curate a written and visual presentation per GEC learning outcomes

**PLAN FOR LEARNING OUTCOMES**

GEC outcomes in Critical Thinking will be assessed through a final curated presentation of course learning and Tanzanian experiences in written and visual form. Final written and visual presentations and recorded presentations will be used as artifacts submitted to GEC for required review.

**CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 20% of total assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 40% of total assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 40% of total assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |

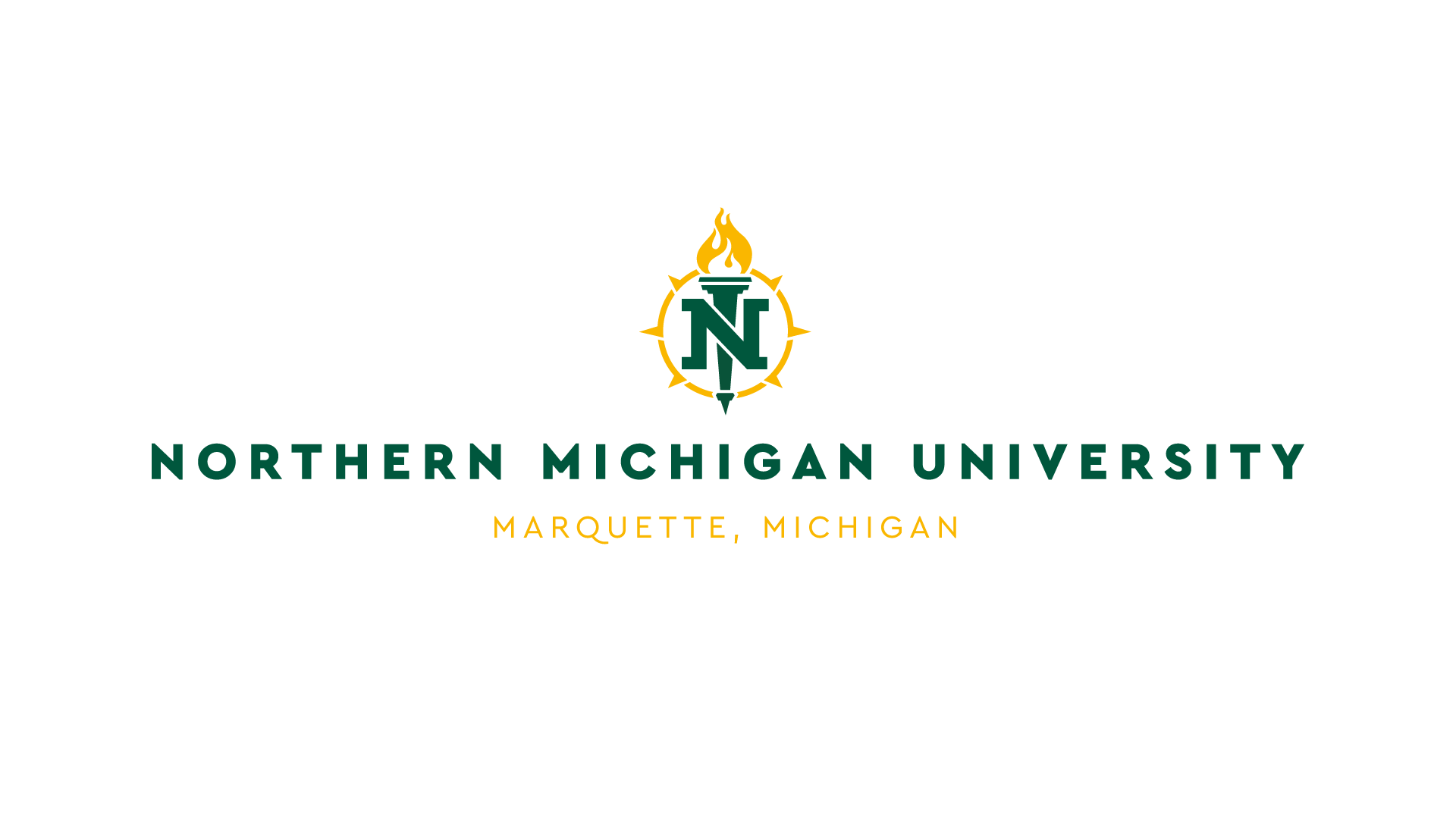
**PLAN FOR LEARNING OUTCOMES**

GEC outcomes in Social Responsibility in a Diverse World will be assessed through a final curated presentation of course learning and Tanzanian experiences in written and visual form. Final written and visual presentations and recorded presentations will be used as artifacts submitted to GEC for required review.

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 25% of course assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 25% of course assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 25% of course assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | **Type**: Final curated presentation of their course learning and Tanzanian experiences, in written and visual form.  **Frequency**: Once  **Overall grading weight**: 25% of course assignment points  **Expected Proficiency**: 85% of course population at proficient level  **Submission materials**: Final presentation of synthesized learning in written and visual form. |



**School of Education, Leadership, & Public Service**

**ED 495 Experience Tanzania: A Cultural Immersion (4 CREDITS)**

**Course Syllabus – Summer 2020**

## ED 495 Course Description (QM1.2):

Students enrolled ED 495 Experience Tanzania: A Cultural Immersion will learn about the cultural, historical, and ecological aspects of Tanzania, a robust, yet developing country in east Africa. Students will deepen their understanding and knowledge of this region through readings, discussions, and experiences (for those studying abroad) that will expand their global awareness through connections with animals, historical sites, indigenous peoples, and local lifestyle.

**ED 495 Course Objectives (****QM 2.1, 2.3):**

Upon successful completion of this course the student will be able to:

* Understand and describe the major aspects of the Serengeti including its ecological organization and biodiversity.
* Understand and describe the major historical and political events and influences on Tanzania and its people.
* Understand and describe the major economic factors and influences on Tanzania and its people, including the safari and tourism industries.
* Understand and describe the major customs and cultural characteristics of Tanzanians.

# Statement of Student Expectations (QM 1.3, 3.1, 3.4, 5.4, 6.2):

1. Check your NMU e-mail at least every day throughout the duration of the course.
2. Submit all assignments on time, including discussion board/forum posts. We are all aware of “horror stories” related to computer problems (crashes, viruses, power failure, etc.), and I will be sympathetic toward any technological difficulties you might face; however, I will still expect you to submit your work on time. Expect the unexpected. Late assignments will result in a grade reduction.
3. All written assignments, including forum posts, should adhere to correct conventions (grammar, punctuation, spelling, and syntax). This course is designed to prepare you for workplace leadership, where proper written communication will be expected. Your grade will be lowered for mistakes in writing conventions.
4. All of your work in this course either must be original or cited. Plagiarism is a growing concern on college campuses. Academic dishonesty is sufficient cause for failure of this course. The following websites provide information that may be of help to you.
   * [**http://www-instruct.nmu.edu/english/writingcenter/plagarism.doc**](http://www-instruct.nmu.edu/english/writingcenter/plagarism.doc)
   * [**http://owl.english.purdue.edu/owl/resource/589/02/**](http://owl.english.purdue.edu/owl/resource/589/02/)

**What You Can Expect From Me (QM** **3.5,** **5.3):**

1. I will answer any e-mail sent to me, usually within a day; but at times, I may take a bit longer to respond. If you do not get a reply from me within a few days, call me and/or resend the message.
2. I will read all of your postings in the various discussion topics established for the course, though I will not comment on all posts.
3. I will treat you with respect and professionalism. At times, however, I will attempt to challenge your assumptions by making provocative or “devil’s advocate”-type questions and comments. Please know that these comments and questions are not meant to be personal. Rather, I am attempting to challenge our current mental frames and to expand our perceptions of best educational practices.
4. I will make reasonable attempts to grade your assignments promptly. With rare exception, I will return your assignment with a grade within one week.
5. I will make every effort to make this online experience successful for both you and me. Please feel free to let me know if there is more I can do to assist your learning.

**Commitment to Viewpoint Diversity, Mutual Understanding, and Constructive Disagreement**

In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide our work:

* Treat every member of the class with respect, even if you disagree with their opinion;
* Bring light, not heat;
* Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
* Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
* All viewpoints are welcome;
* No ideas are immune from scrutiny and debate;
* You will not be graded on your opinions, but you will be graded on your ability to support your opinions with reasoning and evidence.

**Required Materials to be provided by the Student (****QM 4.1,** **4.6,** **4.4,** **4.5)**:

The Black Mzungu

<https://www.amazon.com/dp/0982221576/ref=cm_sw_r_cp_apa_i_I6DFCbCXKFJGQ>

Tales From Tanzania: A mostly true story

<https://www.amazon.com/dp/1414003951/ref=cm_sw_r_cp_apa_i_LmEFCbV00Q9PB>

Stains on My Khanga

<https://www.amazon.com/dp/B00PCDTUJC/ref=cm_sw_r_em_apa_i_JYDFCbYNRCJ1A>

Tanzania - Culture Smart!: The Essential Guide to Customs & Culture

<https://www.amazon.com/dp/1857334833/ref=cm_sw_r_cp_apa_i_p8DFCbZ9C9DJJ>

\* All other materials will be available open-source via the EduCat course page

**Getting Started (QM 1.1)**

To begin the course students are asked to visit the class Educat page for “Getting Started” instructions.

**Instructional Strategies (QM 1.2, 7.3)**

The objectives of the course will be accomplished through online lectures, online class and group discussions, videos, writing assignments and student project work. Your instructor will be an active participant in this course through class discussion and providing feedback on assignments to students. The course meets completely online using the EduCat program. To access EduCat, go to:

* https://mynmu.nmu.edu/
* Click the EduCat icon from the right side of the screen
* You will need your NMU login and password
* If you are unable to login or access the program, read through the online help suggestions or call the help desk at 227-2468. It is your responsibility to have a working computer and the necessary software in order to participate in this course.

The following links provide students with information about using EduCat:

**https://wiki.acs.nmu.edu/educat/index.php/Getting\_Started\_Student**

**https://www.acs.nmu.edu/wildcast/?s=fpls&p=vNV9**

**Technical Skills (QM Standard 1.6)**

To fully participate in the online format of this course students should be familiar with the following:

**NMU Help Desk / IT Services (QM Standard 6.4, 6.5, 7.1, 7.2)**

The NMU Help Desk is committed to providing the highest level of quality support to NMU students, faculty, and staff. Support is provided for NMU network connections, network services, and NMU issued software and computers, including TLC notebooks. Limited support for other systems may be provided or referred to other service providers on campus as available. Help is available via email ([helpdesk@nmu.edu](mailto:helpdesk@nmu.edu)), telephone (906.227.2468), walk-in service ( LRC 116 ) and the [IT/HelpDesk Web site](http://it.nmu.edu/helpdesk).

**Instructional Materials, Tools & Media (QM 4.2, 4.4, 4.5, 6.1, 6.2)**

Information concerning the purposeful use of additional instructional materials (videos, websites, readings etc.) will be provided through EduCat at the time the materials are assigned to students. Additional materials are included as a means of supporting the course learning objectives, the course content, providing the most up-to date information, and as a means of offering a variety of perspectives.

**Assignment Information (QM 3.3)**

Course assignment information will be provided in the class syllabus with additional materials, resources, and instruction provided in EduCat.

When uploading assignments in the assignment section of the EduCat program, please use the following format for naming your files: ***Yourlastname, Yourfirstname – Module #, Assignment #.PDF***

When citing course textbooks, journal articles, websites or other print and media sources in your discussion and assignments, the American Psychological Association (APA) (6th ed.) style is required. If you are not familiar with APA format, see the [NMU APA Reference Guide](http://library.nmu.edu/guides/userguides/style_apa.htm).

**Assignment Dates, Times & Lateness (QM 3.3)**

All assignments, postings, etc. are to be completed and submitted by 11:59 pm EST on the assigned due date. An online course moves very quickly and provides maximum flexibility. Additional time on required posting (barring emergencies) cannot be granted as it delays the work of other members of the class. If you are having difficulties completing the work by a deadline, *please contact the instructor as soon as possible*. Work submitted late may receive a grade reduction.

**Embedded Librarian Instructional Services (QM Standards 7.3, 7.4)**

Your NMU Olson Library Embedded Librarian for this course is Mike Strahan. He is available through email ([mstrahan@nmu.edu](mailto:mstrahan@nmu.edu)) and through the class EduCat page. Mike will post information concerning **online searches, APA formatting, library services** and his contact information on the class EduCat page.

**NMU’s Writing Center (QM Standards 7.3, 7.4)**

The Writing Center’s mission is to aid NMU students in improving their writing skills. The Writing Center therefore employs accomplished undergraduate student-writers to provide free, one-on-one tutoring sessions and online tutoring for all forms of writing. The Writing Center can aid students in everything from brainstorming to revising no matter if the student is a beginning writer or experienced. For more information, visit the [Writing Center’s webpage](https://www.nmu.edu/writingcenter/node/21), call 906.227.2683 or email [writing@nmu.edu](mailto:writing@nmu.edu).

**Academic Honesty (QM Standard 1.4)**

As members of an academic community, which places a high value on truth and the pursuit of knowledge, NMU students are expected to be honest in every phase of their academic life and to present their own work and only that which is genuinely theirs. This class will follow NMU’s guidelines on academic dishonesty and plagiarism found in the [NMU Student Handbook](http://www.nmu.edu/dso/node/62).

**Disability Services (QM Standard 7.3, 7.4, 8.1, 8.2, 8.4)**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2201 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines. Further information can be found on the [Disability Services Webpage](http://www.nmu.edu/disabilityservices/).

* Non-Discrimination:  <http://www.nmu.edu/equalopportunity/node/28>
* Sexual Harassment Policy:  <http://www.nmu.edu/equalopportunity/node/2>
* Consensual Relationship Policy:  <http://www.nmu.edu/equalopportunity/node/29>
* Discrimination/Complaint Procedures:  <http://www.nmu.edu/equalopportunity/node/4>
* Title IX:  <http://www.nmu.edu/equalopportunity/node/12>
* Drug-Free Schools and Communities Act Amendments of 1989: <http://www.nmu.edu/druginformationguide>

**Office Hours (QM 5.3)**

Due to the online format of the course, specific office hours are not designated; however, the instructor and TAs are willing to assist you via email, text, phone, or face-to-face meetings when convenient. See our contact information at the top of the syllabus.

**Online Etiquette (QM 1.3)**

A part of the course content will be covered through conversing with your peers in the discussion forums. It is expected that all writing in the course be grammatically correct, professionally written and presented in a manner that is respectful in both tone and voice.

**Undergraduate Bulletin (QM 1.5)**

Students are asked to refer to the [Undergraduate Bulletin](https://www.nmu.edu/graduatebulletin/prior-undergraduate-bulletin-versions?&) for NMU’s undergraduate Academic Standards and Policies.

**General Question Forum**

A General Question Forum will be located on the class EduCat page. This forum can be used by students to post questions to each other or to the instructor. Often, more than one person may have the same question. Using this forum serves as a method of answering those questions and opens the lines of communication. Students who have individual or specific questions that pertain to their personal classwork or situation are invited to email their questions to the instructor.

**Guidelines for all assignments in ED 495 (QM 3.3):**

* Save files as a PDF document by your name (last name first) and then the module and assignment number: ***Yourlastname, Yourfirstname – Module #, Assignment #.PDF***
* All assignments, including discussion board postings, are expected to adhere to conventional grammar, punctuation, and spelling. Work that contains grammar, punctuation, or spelling mistakes (beyond an occasional typo) will receive a reduction in score.
* Use the following formatting:
  + - 12-pt Times New Roman font
    - One-inch margins on all sides
    - Double-space

When citing course textbooks, journal articles, websites or other print and media sources in your discussion and assignments, the American Psychological Association (APA) (6th ed.) style is required. If you are not familiar with APA format, see the [NMU APA Reference Guide](http://library.nmu.edu/guides/userguides/style_apa.htm).

**All assignments are due by 11:59 PM on the dates listed.**

**Grading (QM** **3.2):**

Grades will be percentage-based:

|  |  |  |  |
| --- | --- | --- | --- |
| A 94-100% | B+ 87-89 | C+ 77-79 | D+ 67-69 |
| A- 90-93 | B 84-86 | C 74-76 | D 64-66 |
|  | B- 80-83 | C- 70-73 | D- 60-63 |

**Assignments for ED 495 (QM 3.2):**

1. **Book Study Discussion Forums (40% of final grade; 10% per book study)**

You will be part of a Book Study Group for each book. For each book, two students per group will be designated as Chapter Discussion Leaders. \*Each leader will be assigned to approximately half of the book

* + - The Book Discussion Leaders will post one open-ended question related to their assigned content, as well as, one related article (link) and a question requiring a connection between the book and the article.
    - The other group members must answer both of each of the Chapter Discussion Leaders’ questions. In your answers, be sure to make it clear that you have read and understand the content from the book and the articles.
    - The Chapter Discussion Leaders will [synthesize](https://beyondpenguins.ehe.osu.edu/issue/climate-change-and-the-polar-regions/summarizing-and-synthesizing-whats-the-difference) the responses to each of their two questions and post their syntheses in the forum.

1. **Essays (40% of final grade; 10% per essay)**

At the end of each Book Study unit (approximately 4 weeks per book), you will be given a prompt on which to write a 3- to 5-page essay. In your essay you will reference the book, as well as outside sources

1. **Curated Presentation (20% of final grade)**

During the trip to Tanzania, you will keep a daily journal either on paper or electronically. You will also document your experiences with pictures and video. Within two weeks upon returning from Tanzania, you will present your experiences on the trip, including how your experiences related to the course readings, to an audience. You will submit a video of you giving your presentation for your grade.