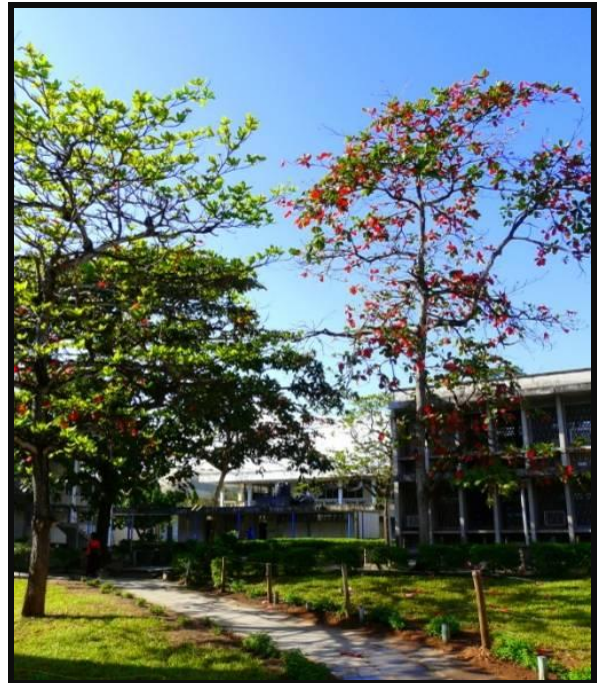


Associated Colleges of the Midwest
Tanzania:
Studies in Human Evolution and Ecology



Student Handbook ♦ Fall 2009

*Beloit Carleton Coe Colorado Cornell Grinnell Knox
Lake Forest Lawrence Luther Macalester Monmouth Ripon St. Olaf*

I. Welcome and Program Overview

The ACM Tanzania Student Handbook is designed to help prepare you for your semester in Tanzania and to give you an initial sense of what to expect academically and personally while you are there. It is revised each year based on comments from the previous program participants to include more current information and contains information on various logistical arrangements for your trip. It is, in effect, a reference tool that provides you (and your parents, to whom a copy will also be sent) with the information you need as you make arrangements to participate in the program. It is important that you read it carefully as preparation for the telephone orientation session and raise any questions you may have either in that orientation session, or individually with the ACM Program Associate, Amanda Dooley, or the Director of International Study Programs, Carol Dickerman. You should also take it with you when you travel to Tanzania, as it contains important contact and schedule information, as well as information about academic and other arrangements for the program.

Tanzania boasts some of the most famous ecological and paleoanthropological sites in the world. The grasslands and savannahs of the Serengeti, Ngorongoro Crater, and Tarangire National Park are host to incredible wildlife communities, with elephants, giraffes, lions, and migratory herds of wildebeest, as well as an amazing diversity of primates, birds, and reptiles. These tropical ecosystems are adjacent to the world-heritage sites of Laetoli and Olduvai Gorge, where the Leakeys made their important discoveries of early hominid remains. Add to this the cultural mix of pastoralist Masaai and Datoga tribes, along with the Hadzabe hunter-gatherers, and you have a combination of ecological, anthropological and cultural resources that is unique to northern Tanzania.

The ACM Tanzania program is designed specifically to take advantage of this unique combination of resources. It is offered each fall semester, and the focus of the program is paleontology, cultural anthropology, and savannah ecology. It combines rigorous classroom instruction at the University of Dar es Salaam (UDSM) with six weeks of field courses and fieldwork in northern Tanzania. At the heart of the program are the individual research projects in the natural and social sciences, which students develop, carry out, and present over the course of the semester. In the program director's Research Methods course, taught by a visiting faculty member from an ACM college, students are guided in the development of their projects and learn the techniques that will be needed during their field research in Tarangire National Park. Courses in Kiswahili, Human Evolution, and the Ecology of the Masaai Ecosystem, taught by UDSM faculty, provide students with the background and linguistic preparation necessary for their time in the field.

The program is housed on the UDSM campus, and during the first five weeks of the program participants live in university residence halls and have access to library, cafeteria, and other UDSM facilities. UDSM faculty also serve as advisors for their research projects, helping them to develop and refine their proposals and to evaluate their results. During the six-week fieldwork period, spent in established tent camps, students gather the data for the projects. During the last four weeks of the program, students live with host

families, while they analyze, write up, and present their research findings and complete the work for their other three courses.

II. Calendar

Tanzania Program schedule				
Weeks 1-7 University of Dar es Salaam		Weeks 9-14 Tarangire National Park		Weeks 15-17 University of Dar es Salaam
Weeks 1-4: <i>Intensive Kiswahili Methods Course</i>	Weeks 5-7: <i>Kiswahili Human Evolution Ecology of the Maasai Ecosystem Methods Course</i>	Week 8: Break	Field Project	Papers, exams and presentations
			Week 9 & week 14: <i>Human Evolution, Ecology of the Maasai Ecosystem</i>	
Live in University dormitories	Home stay		Live in tents at established campsites	Home stay with host family

Arrive in Dar es Salaam

Sunday, August 16, 2009

Mid-Semester Break

Saturday, October 3 – Sunday, October 11, 2009

Depart for field site

Monday, October 12, 2009

Return to UDSM

Sunday, November 22, 2009

Independent Study Project Presentations

Friday, December 11, 2009

Depart from Dar es Salaam

Saturday, December 12, 2009

Program Travel

In addition to the six weeks in the field, students will take a few short field trips. Trips may vary depending on time constraints and availability, but typically include a trip to Bagamoyo and the Kaole Ruins. There will also be a weekend trip to Zanzibar with the Kiswahili Department.

III. Academics

The University of Dar es Salaam was established in 1970 when the University of East Africa split into three independent universities for Kenya, Uganda, and Tanzania. It is a comprehensive university with undergraduate and graduate programs in six faculties, five institutes, and two colleges. It is located on The Hill, on the west side of Dar es Salaam (about eight miles from the city center) and occupies 1,625 acres.

UDSM is Tanzania's premier university, with professors who have been trained all over the world and a very selective entrance process for its relatively small number of students. Although there are a few private colleges and universities in Tanzania, the University of Dar es Salaam has the highest standards and the best educational opportunities. In general, the undergraduate students are in their early 20's, somewhat older than American undergraduates.

University professors usually teach in the traditional British manner, with regular lectures and note-taking. Because it is difficult to obtain books, students often rely on the library or share books for their courses. It is very common to see students studying together as they prepare for examinations.

The academic year begins in October and ends in late June. Courses usually last an entire year, and there are few graded assignments before students take their all-important final exams each summer. The Tanzanian calendar and system are quite different from those in the United States. The professors who will be teaching you have had experience with American students at American colleges, so they have designed courses that should meet your needs and fit our semester calendar. Nevertheless, you should be aware that a major part of your cultural adjustment will include the teaching styles of your Tanzanian professors.

During the first three and a half weeks of the program, you will meet for four hours per day, five days per week, to study **Kiswahili**. Two hours will be spent with senior lecturers or professors in formal class; two hours will be spent in small groups with language assistants who will lead discussions and help with conversation skills. You will have one to two hours of homework each day. The Kiswahili Department has been teaching Americans for many years and several of the professors have taught at American colleges and universities. Although these professors are more sensitized to the American educational system than others, they do emphasize that this will be a serious course and you should be prepared to work hard. You will also meet occasionally to discuss research projects, take field trips, or to learn more about Tanzanian culture.

The **Methods Course** begins during the second week of the program while you are still taking intensive Kiswahili. Taught by the ACM Program Director, the course introduces students to the methods of conducting field research. You will also devise your field project and prepare your written proposal during this time.

After the first month you will begin your classes in **Human Evolution** and **Ecology of the Maasai Ecosystem** while continuing some language study and meetings to discuss field projects. The Human Evolution course will be taught primarily by Dr. Audax Mabulla, who has specialized in

paleoanthropological research in Laetoli. Dr. Mabulla has had considerable experience with American students at the University of Florida, where he earned his Ph.D.

The ecology course will be taught by Dr. Jonathan Kabigumila of the Zoology Department. Dr. Kabigumila conducted his doctoral research on reptiles in the Serengeti. He has also taught at Concordia College in Moorhead, Minnesota. During the first few classes you will review basic foundations of ecology, but the course will eventually turn its attention to the Maasai ecosystem. Although the first four weeks of classes will be quite traditional, this learning will be greatly enhanced when your studies can be applied in the field.

Field Practicum

The Independent Field Project is an important part of the program, and you will spend a significant amount of time preparing and completing your project. The Methods course will provide you with important preparatory information about conducting field work and will guide you through the process of creating a project proposal. The director and other program faculty oversee the projects throughout the program. During the intensive six week field camp, you will gather the majority of your data. The final weeks of the program, after returning to Dar es Salaam, are used to take exams, complete the research project, and prepare the final paper and poster for presentation to local guests and officials.

Program Courses

Kiswahili

Instructors: University of Dar es Salaam faculty

Required, 4 credits

Early acquisition of language skills is critically important for students becoming acclimated to a culture so different from their own. Students therefore begin Intensive Kiswahili shortly after arriving in Dar es Salaam. Taught by professors from the Kiswahili Department, this language course features intensive classroom study (four hours per day) for the first four weeks, plus homework and occasional field trips. In the second month, students continue to meet regularly to improve their conversational, grammar and vocabulary skills as they learn the fundamentals of Tanzania's national language.

Human Evolution

Instructor: Dr. Audax Mabulla (Archaeology Unit, University of Dar es Salaam)

Required, 4 credits

This course will be taught by archaeology faculty at the University of Dar es Salaam. It will cover the basic principles of evolution, hominid development, and the particular evidence of human evolution in Olduvai Gorge and Laetoli. The course begins at the University of Dar es Salaam, continues with field trips in the Northern Region of Tanzania, and concludes with exams and papers in the final weeks of the program.

Ecology of the Maasai Ecosystem

Instructor: Dr. Jonathan Kabigumila (Department of Zoology, University of Dar es Salaam)

Required, 4 credits

This course, taught by zoology faculty at the University of Dar es Salaam, examines the fundamental elements of ecology, drawing its examples from Tanzanian ecosystems, especially those of the Serengeti Plain and Ngorongoro Crater.

Methods Course and Field Project

Instructor: Program Director, Dr. Chester Cain

Required, 4 credits

In Dar es Salaam, the Methods Course covers research methods and project preparation, including development and creation of a project proposal. Students will also receive general information about contemporary Tanzanian society and culture.

Field Project

In the field, students conduct individual projects in human ecology, biology, paleoanthropology, archaeology, zoology or sociocultural anthropology. Topics depend on student interest and faculty expertise. In some cases, students work within the existing projects of Tanzanian or visiting experts. Upon their return to Dar es Salaam, students analyze their data, write final reports, give public presentations, and create museum displays or posters for local distribution. The photo album has pictures from the field sites and of wildlife in the Serengeti and Ngorongoro Crater. For fall 2009, there will be a single field site at Tarangire National Park where students will be able to conduct a full range of projects.

Field Project Guidelines

Designing a project from the U.S. without knowing the variables of the Tanzanian context can be very difficult. A good way to approach the design stage of your project is to look at the titles and abstracts of projects completed by previous ACM students (please the Appendices for a list of selected abstracts). It is a good idea to gather some literature on a topic that interests you and try to narrow your interests to a particular area. The ACM Visiting Faculty Director is a good resource for project development, and you should be in contact with him to discuss your project ideas and preparation.

Sometimes logistical and resource limitations will make it impossible to complete your project as initially conceived. In this case, you will have to modify the project to be more feasible once you are in Tanzania. This can be done with the help of the program faculty. It is important to select a project that is logistically realistic, one that is possible to complete with only four weeks of field study, and one that is likely to produce results in that amount of time. Remember, you will probably spend most of the first week in the field establishing your study site and your methods. The logistics of working at the field site can be difficult. There are typically only two vehicles available at the site, which will be shared among the group. It is best to design projects that do not require daily visits to a large number of widely-spaced study sites—the vehicles will not be able to accommodate such a schedule. Plan to be flexible with your topic to ensure that it will work well with the available resources.

Keep in mind that **it is important to plan ahead as much as possible with your independent study project. Once you arrive in Tanzania your access to resources, especially published materials, will be limited.** The collections at UDSM are not comparable to those at libraries on ACM campuses. Additionally, Internet access is slow and limited, and printing (when available) tends to be expensive. You should get some basic references on the topic you are proposing, check the literature to see what has already been studied in east Africa, and get more specific ideas of what new research can be done.

Students in the past have strongly suggested finding, printing, and *bringing* copies of past research papers to the field that may be relevant to your project topic. At the very least, do enough reading to have general ideas about two or three projects that you would be interested in conducting and that seem feasible, and what equipment you would need. For example, if you were interested in studying a geological problem, you will need some basic geologic tools (e.g., Brunton compass, rock hammer) and materials (e.g., regional topographic maps, geological maps, rock and mineral identification charts/books, and papers on the regional geology of Tanzania and the Olduvai region). Some of the basic field equipment items will be provided by the program (e.g., rock hammer), but many library materials can be difficult to obtain in Tanzania. Try to anticipate any specialty items that you might need to conduct your research. If you think that these items might not be readily available in Tanzania, they probably aren't, and it would be best to bring them with you. Feel free to contact the ACM Visiting Faculty Director with any specific equipment questions.

Grades & Credits

ACM **recommends** 16 credits, as shown in the course descriptions, for your work overseas. **Before you leave home you should find out from your registrar exactly how many credits you will earn and what graduation requirements they will meet.** Different colleges have different policies about credit, and it is your responsibility to inform yourself about pass/fail options and how your Tanzania program credits will appear on your transcript. You should also discuss your plans for your independent project with your advisor and academic department, particularly if you want to use it to fulfill a requirement or serve as the basis for an honors or senior project.

During the first two weeks of classes in Tanzania, you will be asked to complete a grade choice form. This will inform the ACM Chicago office whether you wish to have letter or non-letter grades recorded for your courses. Provided that you do not have any outstanding financial obligations to ACM and the program, the ACM office in Chicago will forward final grades from the program to the registrar of your college as soon as they are available.

IV. Preparing to Go and Arrival

Because of the complications of communication and the busy schedule during the first days of the program, **parents should not expect students to contact them within the first week of the program.** Once you become more accustomed to the area and have some free time, your parents can expect to receive messages from you. ACM will send parents notification of the group's safe arrival once the group has landed in Dar es Salaam, and the Visiting Faculty Director has made contact with the ACM Office. Patience with communication (or lack thereof) is necessary on both ends.

Receiving Packages and Letters

Before you leave, give family and friends the address of the UDSM Archaeology office. Mail going between the U.S. and Tanzania can take 8-10 days. It is best to keep using the office address even after you have moved in with your family. Advise your parents and friends not to mail thick envelopes or packages containing money. Customs can be a problem for all packages, especially those containing items of value. Customs duty, especially on food, is very expensive—as much as 100%—so make sure you bring everything you need or buy it locally. If you are sent something that is subject to duty, you may be charged for it. Some students reported that their packages were pilfered in the mail, so save the birthday presents until you return home. If a package needs to be mailed, we recommend Federal Express International or DHL, which takes about four to seven days (please note that although United States P.O. addresses are not deliverable via FedEx, they do deliver to the ACM address in Tanzania).

Passport and Visa

You will need to have a passport for travel to Tanzania, one which is valid for at least six months beyond the end of the program. If you do not now have a passport and are an American citizen, please review the information on the U.S. Department of State website: (http://www.travel.state.gov/passport/passport_1738_2.html) and apply for one immediately. If you are a citizen of another country and need to renew your passport, please contact the nearest consulate or embassy.

You will need a visa to travel to Tanzania, and as a first step in the process, ACM will send you a letter certifying that you will be enrolled in a study abroad program in Tanzania along with several visa application forms. You will need to fill-out the forms and send them along with your passport and letter from the ACM to the Tanzanian embassy in Washington D.C. A packet with further information and all the necessary forms will be sent to you in May. Please allow enough time for this process, as you will need to have your passport and visa in hand by the time you leave for Tanzania in mid-August.

Travel Arrangements

ACM will not be holding a pre-departure orientation in Chicago this year, and thus ACM will not be committing students to a group flight to Tanzania. You should therefore make your travel arrangements as

soon as possible after you accept the offer to participate in the program: keep in mind that earlier reservations are likely cheaper. You will need to arrange to fly from your home to Dar es Salaam to **arrive at the Dar es Salaam airport by 10 pm on Sunday, August 16.** (Most flights from the U.S. arrive late at night.) There is a KLM flight which departs Amsterdam at 10:20 a.m. on Sunday, August 16. It arrives in Dar es Salaam at 9:45 p.m. after a short stop in Kilimanjaro. This may be a good flight to reserve. If you arrive by 10:00 p.m., you will be met at the airport after clearing customs by an ACM staff member and taken to the University of Dar es Salaam.

In making your travel reservations, there are a number of options available to you; you may wish to use your own local travel agent, book through the internet, or contact Ms. Georgia Oswald, with whom ACM has worked for many years. She can be reached at 800-842-0059 or via e-mail at gmoswald@verizon.com. Once you have made your arrangements, please complete and return to Amanda Dooley the ACM Travel Form (the blue form in your acceptance materials); this will allow us to inform ACM Dar es Salaam staff when you will arrive and allow them to meet you at the airport (provided, of course, that you arrive within the window of time above).

Communication

E-Mail Access

E-mail can be unreliable as Tanzania's telecommunications network is slowly developing, and phone and power outages occur often. Limited e-mail access will be available through the University. Check with the Visiting Faculty Director—free wireless access is available in some places on the UDSM campus if you have a laptop. If you need to access a University computer, expect to wait in long lines with other University students. It is important to remember that the University has limited computer resources, and you cannot expect unlimited access to e-mail. Please make sure you do not create any bad feelings amongst the other University students by monopolizing the e-mail. E-mail services are available from the Computing Center for about \$10 per month. This is by far the easiest and fastest way to communicate, and fairly cheap at that. There are numerous computers for use by anyone with a valid account. During the University's summer break, fewer people use them, so lines are generally short, and if you go near opening or closing time there is no line.

Telephones

Do not plan to take your American cell phone with you to Tanzania since it will not work outside of North America. Instead, ACM will provide you with a cell phone and a modest amount of minutes so that you are able to make a call in case of an emergency or to call a cab to avoid walking alone at night. Students may use their phones to contact friends and family; however, you are responsible for purchasing your own additional phone cards. **Should your phone become lost or broken during your time on the program, you will be responsible for the cost of replacing it.** The cost of a cell phone in Tanzania (spring 2008) is approximately \$85. When placing a phone call from the U.S., dial 011 for an international line, 255 for Tanzania and 22 or 74 (for cell phones) for Dar es Salaam.

While it is important that your parents or other emergency contacts know how to reach you at the program office in Tanzania (see the contact information at the end of this handbook), these phone numbers are for use in the event of an emergency only and you will be charged for the cost of any long-distance calls.

FAX Services

Fax service is available at the University of Dar es Salaam for about \$8 per page.

Money

Students on the program in the past several years have relied on debit and ATM cards almost exclusively to obtain shillings for daily expenses. (For information on what expenses you can expect to have, please see the Program Expense Chart for the Tanzania program included with your acceptance materials.) ATM machines are readily available throughout Dar es Salaam, and you should have no problem withdrawing funds in shillings from your U.S. bank account. Before you leave for the program, however, you should notify your bank that you will be abroad and confirm that your PIN will still be valid. (If you neglect to do so, you may find that your bank, fearing that your card has been stolen, will freeze your account after several withdrawals.) You will also want to check on the transaction charges your bank may levy. While the exchange rate is typically good when using an ATM or debit card, you may find that transaction fees such as to discourage multiple withdrawals of small amounts.

ATM machines have become more widely available in past few years. There are two ATMs on campus between the dorms and Daruso. **To use the ATMs, students must have an ATM card with a VISA logo on it.** A VISA credit card will also work, but will incur higher interest rates. If you use an ATM, you will get Tanzanian Shillings at the international exchange rate (relatively close to the rate you will get at the Exchange Bureaus). Using an ATM card will relieve you of carrying large sums of cash. However, you will have to plan ahead since they are not available everywhere.

While ATM and debit cards work well, this should not be your only means of getting money—ATM and debit cards can get lost, stolen, or eaten by cash withdrawal machines. You should also bring along some hard currency in dollars—perhaps \$100 and \$200—and a credit card. These can be useful in emergencies or if you travel outside of Dar es Salaam. Visa is more widely used than other credit cards, but you should not plan to use it with the frequency that you likely do in the U.S., as most small businesses in Tanzania will not accept it.

Banking hours are 8:30 am to 12:30 pm Monday through Friday and 8:30 am to 11:30 am on Saturdays. In Dar es Salaam and other large cities, some banks may be open from 2:30 pm to 4:50 pm. You will usually find the best exchange rates at foreign exchange bureaus (forex). Hotels will also exchange currency but the rates are not as favorable. Banks tend to give you more hassle and a longer wait but the bank across from Greenland on Samona Avenue offers a good exchange rate.

Computers

Computer facilities at UDSM are available for ACM student use, however, they are limited and in high demand when the Tanzanian students return to campus. In the past, students and directors have commented that a laptop computer would be very helpful, especially during periods of high volume academic work. The university's computers will likely not be sufficient during such busy times. There are local internet cafes, but past students have noted that they are not always convenient or conducive to work. Quite a few students on the fall Tanzania program have strongly recommended bringing a laptop if you have one. If you feel that the individual computer access will be worth the burden of carrying your laptop with you, bring it! Please note that free wireless is available on campus. Consult with the Visiting Faculty Director during orientation to find out how to access it.

You can leave your laptop with your host family or in the Director's house with relative security during field trips, etc. If you do choose to bring a laptop computer or other electronic equipment to Tanzania, talk to knowledgeable people about traveling with your equipment and protecting it from climatic and power fluctuations. Local conditions will be hot, dusty, and humid, and you will not have air conditioning. Past participants recommend storing your laptop in a cool place and in a dust-proof bag to protect it from the challenging climate. You will also need an adapter from U.S. to the British 3-square pronged plugs in order to plug in computers or other electronic devices. A 220V to 110V power converter is also recommended; a 50 watt converter should be sufficient for most laptops. A surge protector is also recommended as power outages and surges are relatively common occurrences in Tanzania.

Keep in mind that you may have trouble taking expensive equipment through customs in Dar es Salaam. You should pack a laptop in your carry-on and be prepared to complete customs forms ensuring that you do not intend to sell the equipment. Customs officials may make a record of the equipment in your passport. If your laptop is somehow stolen, make sure you get a police report to avoid hassle at the airport when leaving Tanzania. Please note that ACM cannot be held responsible for stolen items.

If you bring your laptop, please keep in mind that you need to take adequate precautions to keep it from being stolen. **Bring a computer lock, and keep you computer secured at all times.** Also, you will want to make sure that it is insured, likely through your [American] family's property insurance policy, as ACM does not provide insurance coverage for personal property.

Medications and Other Medical Preparation

As part of your preparation to go abroad, please read carefully information from the Centers for Disease Control (CDC) about medical conditions in Tanzania and the recommended precautions for Americans traveling to East Africa. The website is: <http://wwwn.cdc.gov/travel/destinationTanzania.aspx>

You should share this information with your doctor or the physician who signs your Medical History form and your parents. You will want to make sure that you have the recommended vaccinations and are aware of and take precautions against the various health risks, including malaria, in Tanzania. Please note that

malaria is a risk in Dar es Salaam as well as elsewhere in Tanzania, and you should speak with your physician or a travel clinic about recommended malaria prophylaxis during your time there).

If you take one or more prescription drugs regularly, you will want to be sure you can continue this medication while abroad. Speak with your physician about the possibility of obtaining a supply to take with you. (And please make sure to keep it in its original container, and in your carry-on luggage.) If you cannot get a supply to take with you, you will want to see if this medication can be obtained in Tanzania and to have the generic name. You should not plan to have drugs (of any kind) sent to you while abroad.

Insurance

ACM provides all ACM program participants with the MEDEX Travel Card. Among its benefits, the MEDEX Travel Card includes insurance coverage for emergency medical evacuation and repatriation of remains. For a complete list of benefits provided by the MEDEX Travel Card, please see: www.medex.com. **In addition to the MEDEX Travel Card, all ACM program participants are required to carry insurance for major medical expenses, including hospitalization and physicians' fees, during the study abroad period.**

Like all travel insurance policies, the coverage provided by MEDEX is supplemental, or *secondary*, to any other coverage that you may have. In other words, if you are covered by another insurance policy (e.g., a personal policy, a college/university policy, or a policy maintained by your parents) then that policy is your *primary* policy. Prior to departure, you should contact your primary insurance carrier concerning coverage for accidents, illnesses, hospitalization, physicians' fees, and liability cases that occur outside the U.S. In addition, all students should verify whether (and under what circumstances) the coverage will continue while they are abroad and how they can be reimbursed for medical expenses. Each student is responsible for the costs of any medical care received while participating in the program.

If you discover that your American insurance policy will not be valid abroad, you will need to purchase a supplemental policy. Your supplemental coverage should start on or before your departure date and extend through the date you return home. You must purchase your insurance plan in full before you depart for your study country. You are strongly advised to investigate the actual costs of hospitalization in your study country and obtain additional coverage as appropriate. ACM recommends also that you continue your U.S. coverage even if it will not provide full coverage while you are abroad—some U.S. carriers may consider diseases or injuries that occur while abroad pre-existing conditions and decline to cover follow-up care.

While abroad, you should have your primary and/or supplemental insurance carrier and policy information readily available.

Remember, medical insurance does not cover personal property. Insurance coverage for loss or theft of personal property may need to be purchased in addition to one's medical insurance.

Some travel international insurance providers include:

Cultural Insurance Services International: www.culturalinsurance.com

HTH Worldwide: www.hthworldwide.com

MEDEX: www.medexassist.com

Travel Guard: www.travelguard.com

Mental and Intellectual Preparation

When you first arrive in Tanzania, you will undoubtedly be struck by the many new and different sights, sounds, and smells around you. And while you can never really prepare yourself for the full experience of studying abroad, you can arrive with some knowledge of Tanzania today, its diversity, and its challenges. You'll undoubtedly find your Tanzanian teachers, friends, and host family more knowledgeable about the U.S. than you are about Tanzania. The more you can learn in advance about Tanzania and prepare yourself for the program, the more you can learn and benefit from discussions with instructors, project guides, new Tanzanian friends, and host family members. Your overall experience will be richer for it. At the very least, you should want to counter the stereotype of the American abroad as someone totally self-absorbed and almost willfully ignorant of what is going on around you.

It is strongly suggested that you read the following text prior to arrival in Dar es Salaam:

Igoe, Jim. *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*. Wadsworth Publishing, 2003.

This text was meant as a case study to show that traditional conservation methods and the economic and political ideas behind globalization are not panaceas, but rather works in progress. As a colleague of Dr. Igoe's, Dr. Cain notes that the author is an intense person, with an intense writing style. Dr. Igoe cares about Tanzania deeply and appreciates the wonderful people; however, he is willing to point out the country's problems as well. Dr. Cain knew Dr. Igoe when he was a post-doctoral fellow at Washington University.

Please check your college or local library for a copy of this text, as new copies costs about \$35. This book is most likely available through inter-library loan. However, if you are unable to check-out a copy from a local library, two copies of the text will be available for student use in Tanzania. If you would prefer to have your own copy, you can order it from Amazon.com or from a local bookstore. There will be a discussion regarding the text when you first arrive. It will be important to read the text either in advance of or soon after your arrival.

Required Viewing:

A Panther in Africa, Season 1: Episode 23. *A Black Panther living in exile in Tanzania commits his life to activism and community service*. (This episode, along with others in the Global Voices Series, can be viewed for free on www.hulu.com.)

There will be a discussion when you first arrive, and it is important that you have watched *A Panther in Africa* in advance of your arrival.

Recommended readings:

Novels:

Blixen, Karen and Isak Dinesen. *Out of Africa*. Penguin Modern Classics, 2001.

Conrad, Joseph. *Heart of Darkness*. Dover Publications, 1990.

Gurnah, Abdulrazak. *Dessertation*. Anchor, 2006.

Gurnah, Abdulrazak. *Paradise*. New Press, 1995.

Huxley, Elspeth. *The Flame Trees of Thika: Memories of an African Childhood*. Penguin Twentieth Century Classics, 2000.

Markham, Beryl. *West With the Night*. Virago Pr, 1984.

Vassanji, M.G. *The Book of Secrets*. Picador, 1996.

Vassanji, M.G. *The In-Between World of Vikram Lall*. Knopf, 2004.

Non-Fiction:

Balows, Scott. *Tales from Tanzania: A Mostly True Story*. AuthorHouse, 2004.

Maddox, Gregory. *Custodians of the Land: Ecology and Culture in History of Tanzania*. Ohio University Press, 1996.

Mathiessen, Peter. *The Tree Where Man was Born*. Penguin, 1995.

Ridgeway, Rick. *The Shadow of Kilimanjaro: On Foot Across East Africa*. Henry Holt and Co., 1998.

Saitoti, Tepilit Ole. *The Worlds of a Maasai Warrior: An Autobiography*. University of California Press, 1988.

Settel, Philip W. *A Plague of Paradoxes: AIDS, Culture, and Demography in Northern Tanzania*. University of Chicago Press, 2000.

Spear, Thomas. *Being Maasai: Ethnicity and Identity in East Africa*. Ohio University Press, 1993.

Weiss, Brad. *Sacred Trees, Bitter Harvests: Globalizing Coffee in Northwest Tanzania*. Heinemann, 2003.

Western, David, *In the Dust of Kilimanjaro*. Island Press, 2002.

Travel Guides:

Benjamin, Martin. *Swahili Phrasebook*. Lonely Planet, 2008.

Finke, Jens. *Rough Guide to Tanzania 2*. Rough Guides, 2006.

Fitzpatrick, Mary. *Lonely Plant Tanzania*. Lonely Planet, 2008.

PBS Programs, Global Voices Series:

(Episodes from the Global Voices Series can be viewed for free on www.hulu.com.)

A Panther in Africa, Season 1: Episode 23. *A Black Panther living in exile in Tanzania commits his life to activism and community service.*

T-Shirt Travels, Season 1: Episode 10. *The story of how secondhand clothing, given away as charity in the west, ends up in Zambia, Africa.*

Websites:

www.cia.gov/library/publications/the-world-factbook/geos/tz.html

www.tanzania.go.tz

www.tanzaniatouristboard.com

Possibly the most valuable resource you have for self-preparation is other people who have been to this area of the world before. Talking with people about their experiences can reveal a great deal about what to expect. You may want to start with your Off-Campus Studies Director or Program Advisor, alumni of the program, African Studies Departments, or professors of African or international subjects. You will find it well worth your effort, and you may be surprised how excited people will be to share their experiences with you.

Suggested Packing List

Clothing

Shirt (work, long)
Shirt (work, short)
Shirts (t-shirts)
Dress shirts
Long underwear
Dress pants
Work/travel pants
Dresses/Skirts
Underwear
Bras/Sports bras
Socks (cotton and wool)
Pajamas
Belt
Handkerchief
Windbreaker/Shell
Jacket/sweater/fleece (2)
Hiking boots/sturdy sneakers
Dress shoes
Sandals/Tevas/Chacos
Rain pants
Rain coat
Gloves
Hat (sun and cold weather)
Swimsuit (preferably one-piece)
Watch

Documents/Money

Passport
Wallet
Visa (photocopies)
Cash
Credit/ATM cards
Money belt/Fanny pack
WHO card
Passport photos (extra)
Insurance information

Camp Gear

Sleeping bag (rated at 30 – 40 degrees)
Small pillow
Sleeping pad (ThermaRest)
Sleeping pad repair kit
Stuff sacks to organize things
Headlamp/flashlight (and batteries)
Extra bulbs for headlamp or flashlight
Crazy Creek camping chair
Day pack
Pocket knife with bottle opener (in checked luggage)
Binoculars
Duct tape (small amount)

Photography/Computer Equipment

Camera
Batteries (spare)
Camera bag
Memory cards
USB cable
Laptop computer
External HD/Flash drive
Ethernet cable for internet hook-up

Personal/First Aid

Toothbrush/toothpaste/floss
Razor
Hairbrush
Ponytail holders
Shampoo
Soap
Deodorant
Hand sanitizer
Sunscreen
Lip balm with SPF
Insect repellent with DEET
Toilet paper
Skin moisturizer

Personal/First Aid Continued

Wet wipes
Towel (small)
Nail clippers
Tweezers
Tampons/pads
Birth control supplies
Prescription medicine (copy of your prescription)
Optical prescription
Contact lens solution
Glasses/contact lenses
Sunglasses (case and strap)
Glasses repair kit
Sewing kit
Travel alarm
Band-aids
Aspirin/Tylenol
Decongestants
Neosporin
Anti-malaria pills
Pepto-Bismol/Imodium
Motion sickness pills
Benadryl

Miscellaneous

Pillow case
Towel
Water bottle
Ziploc bags
Luggage locks
Power converter/adapters
Large pack
Duffle bag/soft pack
Laundry bag
Playing cards
Frisbee
MP3 player
Leisure reading
Journal
Appointment book
Computer lock
Pad lock

Academic

Bring any academic materials that you know you will need for your project, especially those published recently in the U.S. Although the program has a small library, books are generally expensive and difficult to obtain in Tanzania. Paper, pens, notebooks, etc. are all available. Pens are of slightly lower quality so you may wish to bring some of your own.

- Tape recorder and cassettes if you intend to record interviews (these are also good for audio-journals of your trip). Recorders are available in Dar, but the quality varies.
- Camera, film and cleaning supplies – Film is widely available but quality is superior in the U.S. Developing is also better in the U.S, *but remember to have your film hand-inspected on your flight out of Dar as the x-ray machines may damage your film.* Digital cameras reduce the need for film, but you will want to bring a battery charger as well. Keep in mind that there will be limited ability to charge batteries in the field.
- A laptop computer can be extremely useful. Be sure to bring the necessary adapters and converters.
- Binoculars, depending on research project—also useful for safaris.
- Step-down transformer, surge protector and plug adapter kit for electronic equipment. Electricity in Tanzania is 220/240 V, 50 Hz. Plugs are British-style (three perpendicular square pins) or they have three round pins.
- AA and C cell batteries. These are inexpensive and readily available in Tanzania but they do not last long.

Toiletry Items

Basic toiletry items like toothpaste and shampoo are readily available at reasonable prices. Feminine hygiene products, deodorants, and conditioner may be more rare and different than those found in the U.S. However, there are large shopping centers in Dar es Salaam that carry a wide variety of western brands, so it is not necessary to bring a 5-month supply of everything. Many students report bringing too many toiletries, particularly shampoo. One bottle of shampoo, one of conditioner, and a bar of soap should be sufficient. Remember that you will be in the field for six weeks and that shower privileges may be minimal, even in the dorms. Even for the men, a small manicure set might be useful. Look for one with tweezers, nail clippers, scissors and a small sewing kit.

Gifts for your host family

It is a wonderful gesture to take a gift to your host family. Choose something representative of your college, town, or culture, but keep it within a moderate price range. Here are some general recommendations:

- T-shirts or pennants from your college or sports teams
- Calendars with scenes of your home state or town
- Specialty foods (wild rice from Minnesota, bread mix, your favorite cake/muffin mix)
- Handmade sweets from your state or region
- Small toys for children (jacks, stickers, matchbox cars, stuffed animals, magic markers)

Picture books about the U.S. or your home region
CDs of popular music in the U.S.
Artwork from your area (small pottery, weaving, watercolors)
Mugs

Packing Considerations

Luggage

While packing, keep in mind that you will leave Tanzania with more than you brought, and that airline luggage restrictions can be strict. To and from Dar es Salaam, the airline will allow you a maximum of two checked bags and one carry-on. You should also keep in mind that you will transport your luggage several times while in Tanzania and that a large suitcase with little wheels is not a good choice for crowded streets. Some students have recommended traveling with a large backpack and a duffel bag or other loose floppy piece of luggage. When you pack your bags, include your name and the program address inside each bag in case it gets lost.

You should also keep in mind that you will transport your luggage several times while in Tanzania and that a large suitcase with wheels is *not* a good choice for the field. You may want to travel with a backpacking backpack and a traditional suitcase.

A word to the wise: put your essential documents, all your money, a few health care and toiletry items, prescription medication, corrective lenses and a change of clothes in your carry-on. Most lost luggage is found again, but you do not want to arrive in Dar es Salaam with no clothing, no toothbrush, no Advil and a stress-induced headache. It is also a good idea to put valuables such as cameras and iPods in your carry-on luggage.

Clothing

Clothing is more complicated when you are in a new and varied culture. It's a good idea to bring a dress outfit as you will have occasion to dress up, but you won't need a tie or nylons. You may find that you are more comfortable in Tanzania wearing clothing that is more modest than you would typically wear in America. This can be a delicate balance—female students have explained that many women wear sleeveless blouses, but tank tops with spaghetti straps would be inappropriate.

Bring cool and comfortable clothes. Tanzanian detergents and washing methods are hard on clothes; elastic will stretch and colors will fade, so don't bring anything that you would hate to see destroyed by vigorous hand washing. Good cotton and permanent press wash-up nicely. Cotton clothes are cool and dry quickly. Poly-cotton blends are the best. Some students have recommended linen garments. It is also recommended to pack some warmer clothes to wear during the travel break and while camping in the field, which can be cool at night. Some students buy and wear Tanzanian clothes once they get to Tanzania to

make them feel less conspicuous and less like American tourists. Tanzanian clothes are also much more practical in rural settings or while traveling. Past students, however, remark that many Tanzanian college-age students wear western clothes.

With all of this in mind, **DON'T OVER PACK**. The old adage about packing everything and then getting rid of half of it is probably good advice.

A word about laundry:

There are no washers or dryers—even at the University—which means you will have to hand-wash everything. Certain items like jeans will be stiff and heavy when wet, making them difficult to wring out, and they will take awhile to dry. Very delicate clothing may show wear over several months. Brightly colored clothing will show few stains and less wear than light-colored clothing. Cotton-poly blends will wash nicely and dry without too many wrinkles. You can also buy *kangas*, brightly patterned cloth worn by Tanzanian women, which are easy to wash.

At the university:

While you will naturally want to dress as casually and comfortably as you do on your own campus, it is important to recognize that attending University is seen as a great privilege in Tanzania, and students dress accordingly. Though student attire will vary somewhat, even informal dress tends to be modest and neat. Casual skirts or dresses (at or below the knee), neat pants or jeans are entirely acceptable. Clothing with frayed edges or holes is not appropriate on campus. You will also want to bring at least one nice outfit for important events such as your project presentation which will be attended by University faculty and staff, U.S. Embassy officials and host families.

In the field:

Because you will be somewhat isolated and working outside, dress in the field can be more casual than dress in Dar or at the University. Keep in mind, however, that you will still be accompanied by faculty members and it is not appropriate to wear short shorts or spaghetti-strings. Be sure to bring t-shirts and shorts for the hot days and jeans/heavy pants and a sweatshirt or fleece for the cooler nights. You will also need hiking boots and heavy shoes. Open-toed shoes or sandals are *not* recommended in the field as wearing them will increase your chance of contracting a parasitic disease. Think durable but versatile because you will not want to carry a lot with you to the field. Many students have returned with complaints about how cold it was at night. Please pack appropriately!

Passport Security

Do not pack your passport in your checked luggage since you will need to show it several times while in transit. Photocopy your passport (the page with the number and the place and date of issue) and carry it separately from your passport. Also bring a few extra photos and a copy of your birth certificate. In case of a lost passport, these items will be necessary, and having any of these items sent from home can cause a significant delay. You will be responsible for any expenses incurred in case of loss of your passport.

Especially while you are traveling, it would be safest to keep your passport separate from your wallet in a money belt or other concealed carrier. That way, if you should lose your wallet, you won't have lost your passport as well. This is useful advice both for traveling to Tanzania and for travel within the country. While Tanzania is a safe country, pickpockets are becoming more common with the increase in tourism, and international airports are always popular spots for thieves.

Getting through Customs

You may or may not be asked to declare your electronic equipment at airport customs. Cameras, laptops, iPods, etc. are all things that may have to be declared. If you are carrying more than \$1000, you must declare that as well. As a general rule, ACM students should simply state that they have nothing to declare. Keep in mind that airports and customs around the world are always changing their rules, so you will want to pay attention. ACM students have generally been lucky with the customs people, but there's always a chance that customs will want to look through your things.

V. Host Country Information

History and Politics

The oldest evidence of human presence in Tanzania, and probably in the world, was found at Olduvai Gorge in northern Tanzania. Human bones thought to be over 2 million years old were discovered there by Dr. Louis Leakey. The written history of Tanzania goes back to 13th century when the coast and Zanzibar were centers of the gold and ivory trade. After the arrival of Europeans in the late 15th century, the Portuguese and later Arabs from Oman extended trade routes west to areas inland. In the 18th century, the slave trade—driven by an expanding plantation economy and aided by interior trade routes—grew rapidly. Bagamoyo was the departure point for slaves obtained from inland Tanganyika, and they were then taken to work mostly in Zanzibar, Indian Ocean islands, and the Middle East. By 1898, what is now mainland Tanzania was under German rule. After the German defeat in the First World War, the Germans lost this territory to Britain. British colonial rule lasted until 1961 when Tanganyika won independence, and on December 9, 1962, it was established as a republic with Julius Nyerere as president. Shortly after independence in 1964, Tanganyika and Zanzibar merged to form the nation of Tanzania. At the time of independence, Tanzania was economically floundering and politically fragile. It is said that when Tanzania achieved independence, there were only 120 university graduates in the entire country. Under the direction of Nyerere, the Tanzanian government worked to establish African socialism, with a strong emphasis on villagization, public health, and education. More recently, the tourist industry as well as coffee and sisal exports have helped Tanzania's economy stabilize. Additionally, the country has successfully held democratic elections since 1995. Today, Tanzania is still one of the poorest countries in the world. The economy depends heavily on agriculture, which accounts for more than 40% of GDP, provides 85% of exports, and employs 80% of the work force. Topography and climatic conditions, however, limit cultivated crops to only 4% of the land area. The World Bank, the IMF, and bilateral donors have provided

funds to rehabilitate Tanzania's out-of-date economic infrastructure and to alleviate poverty. Despite Tanzania's social and economic challenges, the country remains one of the most tolerant of ethnic and religious differences. Over the past four decades, Tanzanians have earned a reputation for moderation, balance, and acceptance. Unlike Tanzania's neighbors, most observers consider it highly unlikely that the country would disintegrate into tribal conflicts.

People

Tanzania boasts an evocative mix of people and cultures. Since the beginning of mankind, when the savannahs of east and southern Africa saw the birth of humanity, Tanzania has been home to countless peoples of many different origins. Tanzania's history has been influenced by a procession of peoples, from the original Bantu settlers from south and west Africa to the Arabs from Shiraz in Persia and the Oman; from the Portuguese to the Germans and the British.

Tanzania has a population of over 33 million with 120 African ethnic groups, none of which represent more than 10 per cent of the population. As a result, no tribe has succeeded in dominating politically or culturally. About 35% to 45% of Tanzanians are Muslim and between 40% and 45% are Christian. The remainder follow traditional religions that center on ancestor worship, the land, and various ritual objects.

Some significant groups of people in Tanzania include the Sukuma—the largest tribe—which live in the north-western part of the country, south of Lake Victoria. They are commercially oriented and have prospered with a mix of cotton farming and cattle herding. The Maasai, who are perhaps the most well known of East Africa's ethnic groups, are pastoralists whose livelihood and culture is based on the rearing of cattle, which are used to determine social status and wealth. They dominate northern Tanzania but only occupy a fraction of their former grazing grounds in the north, much of which they now shared with national parks and other protected areas. They are easily recognized by their single red or blue garments and their ochre-covered bodies. North of the Maasai steppe, on the slopes of Kilimanjaro, live the Chagga, who farm the mountain side. Through cooperative farming they have achieved a fair standard of living. In addition to the largest ethnic groups, there are the Makonde who are internationally famous for their intricate wood (ebony) carvings (sold over much of East Africa). The Haya, located along the shores of Lake Victoria, grew and traded coffee long before the arrival of the Europeans. Today the Haya have established tea and coffee-processing plants. Although Tanzania has a wide variety of ethnic groups and a significant amount of immigrants from surrounding countries, it has managed to retain a remarkable degree of stability. Perhaps the single most important contributor to Tanzania's stability is the fact that no one ethnic group dominates over the others. And, as further evidence of cooperation among ethnic groups, virtually everyone speaks Swahili in addition to their native tongue.

Geography

Tanzania is a richly diverse country located in east Africa. It borders the Indian Ocean to the east, and it lies between Kenya to the north and Mozambique to the south. Lying just south of the equator, Tanzania is East Africa's largest country. Tanzania has the world-famous attractions; the plains of the Serengeti,

Ngorongoro Crater, snowcapped Mount Kilimanjaro (Africa's highest mountain) and Zanzibar, with its idyllic palm-fringed beaches and historic Stone Town.

Almost everywhere you go you'll find interesting wildlife and inspiring landscapes (over 40% of the country is protected in some form or other) ranging from forest-covered volcanic peaks to dusty savanna populated by elephants, antelopes, lions, leopards and cheetahs. Tanzania is one of the four most naturally diverse nations on earth: it contains Africa's second-largest number of bird species (around 1500), the continent's biggest mammal population, and three-quarters of East Africa's plant species (over ten thousand).

Climate

Because of Tanzania's diverse geography, you will experience a variety of weather patterns. Most areas of Tanzania experience two rainy seasons dictated by the Indian Ocean trade winds or monsoons. The long rains occur from March to May and the short rains from October to December or January. The central plateau and northeastern highlands are generally cooler and drier than the coastal regions and may have only one rainy season. Tanzania is too close to the equator to experience distinct summer and winter seasons, but there is a gradual warming trend during Tanzania's summer months. December should be warmer, rainier, and more humid than August.

From August to October you can expect hot, humid weather in the coastal areas, including Dar es Salaam. Daily temperatures will be in the mid to upper 80s with an average of 80% humidity. October and November in the Tarangire area will still be hot with temperatures in the low 80s but the humidity will be lower. Evenings and early morning can be quite cool. The short rains will begin during your stay, so plan for some rainy days. When you return to Dar es Salaam at the end of November, be prepared for hot and humid weather with intermittent rain.

While the University of Dar es Salaam is located on a hill on the outskirts of the city where the air is much cleaner, Dar has dense air pollution that can aggravate allergies and asthma. You may also encounter smoky brush fires (purposefully set to encourage forage) in rural areas.

VI. Cultural Norms and Expectations

Although Tanzanian society and individual families are becoming less conservative in mores and manners than they once were, you will find that, in comparison to U.S. society, it remains a rather conservative place. While you will not be expected to get everything right and allowances will be made for you as a foreigner, common courtesy will go a long way to compensate for your lack of understanding and to ingratiate yourself with the university community and your host family. Here are some general tips, gathered from past program participants and ACM staff, to guide you while in Tanzania:

- As a general rule you should plan to dress a bit more conservatively than you would at home. In a way that is not true in the U.S., your dress and demeanor underscore your Americanness, and this

is not necessarily a good thing! Don't wear shorts at the University and consider replacing your flipflops with more elegant sandals. Women may also find that small, tight tank tops are best left at home (or at least in the suitcase).

- Be sure to greet people when you enter a room or home. Rather than simply blurt out your request or question, take the time to greet others in the traditional fashion and ask how they are. You'll find that people respond more favorably to you—and that, as a result, you're more likely to have your request granted.
- Your host family will be providing breakfast and dinner for you, and if you plan to be away for a meal, please let your host family know in advance.
- Similarly, if you plan to be away from home, let them know in advance where you'll be and when you plan to return. Your host family will likely feel very protective of you and unless they know that you will be away, will be very worried if you do not return (or if you're late).
- In Tanzania, the elderly, professionals, government officials, and other authorities are accorded particular deference in social interactions. As a result, your university professors may not be as accessible as the ones on your home campus. To show your respect, be sure to address your professors as Doctor when you meet with them.
- Americans are very time-conscious, and expect not only that everyone will be on time but also that the wheels of government (and universities) will turn rapidly and efficiently. You'll find in Tanzania that your expectations will need to be adjusted in some situations. While classes at UDSM will start more or less on time, other activities may not. If you make plans to meet a friend at say, 4 pm, don't feel insulted or angry if they arrive late. Nor will various university offices be able to respond immediately to your needs. Rather than become frustrated with this, practice becoming a little less American and dial back your expectations. Make your schedule more flexible and allow more time for activities—you'll find this very relaxing and a welcome change from the frenzy of your usual heavily scheduled day back at your college.

Culture Shock

No matter how much you prepare for your time abroad, however, there will be surprises, both good and bad. As one study abroad student said, "It doesn't matter what you expect—it won't be what you expect." It's not unnatural to go through a period soon after you arrive when you're desperately homesick and everything Tanzanian looks more foreign than you can bear. Often labeled as "culture shock," these periods pass; for some, they come and go quickly, while for others, they may last longer.¹

Distinctive Features of Culture Shock

- Culture shock does not result from a specific event or series of events. Instead, culture shock comes from encountering different ways of doing, organizing, perceiving or valuing which threaten

¹ The paragraphs which follow are taken from L. Robert Kohls, *Survival Kit for Overseas Living*. Intercultural Press, 4th ed., 2001.

your basic, unconscious, belief that your encultured customs, assumptions, values and behaviors are right.

- Culture shock does not strike suddenly or have a single principal cause. Instead the cumulative effects build up slowly, from a series of small, difficult-to-identify events.

Sources of Culture Shock

- Being cut off from familiar cultural cues and patterns, especially the subtle, indirect ways you normally express feelings. All the nuances and shades of meaning that you instinctively understand and that make your life comprehensible are suddenly taken away.
- Living, studying or working over an extended period of time in an ambiguous situation.
- Questioning values that you had considered absolute may conflict with your moral standards.
- Continually experiencing situations in which you are expected to function with maximum skill and speed, but without adequately explained rules.

How to Counteract Culture Shock

- Find out as much as possible about your host country. One of the best antidotes to culture shock is knowing as much as possible about your environment.
- If you have not already done so, consciously look for logical reasons behind everything in the host culture which seems strange, difficult, confusing or threatening. Even if your reasoning is wrong, it will reinforce the positive attitude that logical explanations do lie behind things that you observe in the host culture. Look at every aspect of your experience from the perspective of your hosts. Find patterns and relax interrelationships; all the pieces will fit together once you discover where they go. Relax your grip on your own culture a little in the process. You cannot lose your culture, any more than you can forget how to speak English, but letting go a little bit may open up some unexpected avenues of understanding.
- Do not succumb to the temptation to disparage the host culture. Resist making jokes and comments which illustrate the stupidity of the “natives,” and do not hang around Americans who do make them. They will only reinforce your unhappiness. Every American enclave has a number of people who cannot adjust to the country and sit around waiting for more Americans to indoctrinate on the “stupidity of the natives.” Avoid these people like the plague! The sickness they are attempting to spread is far worse than any culture shock you will ever experience.
- Identify a sympathetic and understanding host national (a member of your host family, a neighbor, another student, a friendly acquaintance) and talk with that person about specific situations and your feelings about them. Talking with Americans can only be helpful to a limited extent, because your problem lies with your relationship to the host culture.
- Above all, have faith in yourself, in the essential good will of your hosts, and in the positive outcome of your experience.

Coming Home: Reentry & Reverse Culture Shock

Reentry into your home culture can be both as challenging and as frustrating as living overseas, mostly because our attitude toward going “home” is that it should be a simple matter of getting resettled, resuming your earlier routines, and reestablishing your relationships. However, research worldwide has shown that reentry has its own set of special social and psychological adjustments. The following list of ideas may help make your reentry easier for you and for those at home.

- **Prepare for the adjustment process.** The more you consider what is to come, and know about how returning home is both similar to and different from going abroad, the easier the transition will be. Anticipating is useful. As one psychologist put it, “Worrying helps.”
- **Allow yourself time.** Give yourself time to relax and reflect upon what is going on around you, how you are reacting to it, and what you might like to change. And give your family time for the same.
- **Understand that the familiar will seem different.** Just as when you arrived at your off-campus site, you will be more aware of how your home looks when you go back. You will have a heightened sense of awareness that will last just a short time. You will have changed, home will have changed, and some things will seem strange, perhaps even unsettling. Take advantage of that time by writing your perceptions on paper. Look at it later, and think about why you noticed the things you did, and how your perceptions changed because of your experience in another culture.
- **Be sensitive to those around you.** Upon returning everyone will ask about your trip, then they listen for a few minutes and tell about their new car, or about cousin John’s wedding party. After a while they do not ask at all! Much frustration in returnees stems from what is perceived as disinterest by others in their experience and lack of opportunity to express their feelings and tell their stories. Showing an interest in what others have been doing while you have been on your adventure overseas is the surest way to reestablish rapport. Being as good a listener as a talker is a key ingredient in mutual sharing. Learn to give short responses, focusing on just one or two ideas about what you did while you were off campus. Save your long discussions for a few select people who have a basis for understanding your experience.
- **Reserve judgments.** Just as you had to keep an open mind when first encountering the culture of a new foreign country, try to resist the natural impulses to make judgments about people and behaviors once back home. What works in one situation may not work in another. Pick ideas that will work well for you, and disregard those that will not. Mood swings are common at first, so try to remain flexible and keep laughing. Respond thoughtfully and slowly to avoid quick answers and impulsive reactions.
- **Beware of comparisons.** Making comparisons between cultures and nations is natural, particularly after residence abroad; however, a person must be careful not to be seen as too critical of home or too lavish in praise of things foreign. A balance of good and bad features is probably more accurate and certainly less threatening to others. The tendency to be an “instant expert” is to be avoided at all costs.

- **Remain flexible.** Keeping as many options open as possible is an essential aspect of a successful return home. Attempting to re-socialize totally into old patterns and networks can be difficult, but remaining aloof is isolating and counterproductive. Try to achieve a balance between maintaining earlier patterns and enhancing your social and intellectual life with new friends and interests.
- **Find support and move on.** There are lots of people back home who have gone through their own reentry and understand a returnee's concerns. Keeping in touch with the friends you made abroad can be a source of comfort. You can also help yourself by thinking about the future and the next challenge or goal that you may want to achieve.

VII. Health and Safety

You will be living and studying in a larger city than that of your home college, and you'll find clear contrasts to what you have become comfortable with at home. Some of the differences, particularly with regard to safety, are due to the fact that you're in an urban setting with risks like those of other large urban areas. Other, health-related risks are endemic to tropical areas of the world, including Tanzania, and are, by and large, preventable. And keep in mind too that the two biggest risks to your health and safety while abroad are the same as in the U.S.: traffic- and alcohol-related incidents.

For information about health and safety in Tanzania as a whole, two very useful websites are those of the U.S. Department of State and the Centers for Disease Control. These can be found at:

www.cdc.gov/travel/destinationTanzania.aspx

www.travel.state.gov/travel/cis_pa_tw/cis/cis_1038.html

(The Consular Information Sheet contains information about visa requirements, safety and crime, and road conditions, among other things, while the Background Notes are more like an almanac entry, providing a summary of Tanzanian politics, history, the economy, and basic statistics.)

Safety

Dar es Salaam is a modern and safe city, and Tanzania a hospitable and secure country. Like any place else in the world, however, there is some crime and random violence, but most of it is preventable or avoidable with appropriate caution. You should be especially careful when you first arrive in Dar es Salaam and everything is unfamiliar. You'll find traffic to be more congested and also faster than on the streets of, say, Northfield or Galesburg. You will be living and studying in a larger city than most ACM students are accustomed to, and traffic will be congested and faster. The most evident difference will be that cars travel on the left, not the right side of the road. Whenever possible, know your destination before venturing from the University campus. If you look especially confused and stumble around with a big map, you will become a target. Follow the program staff's safety advice and do not travel alone at night. Also, unguarded

beaches around Dar es Salaam are becoming increasingly dangerous, and you should only go to resort beaches that are monitored during the day.

While participating in the Tanzania program, you will be living and studying as a foreign guest in Tanzania and will be expected to conform to the standards of Tanzanian society. Keep in mind that you are subject to all Tanzanian laws and that your visa can be revoked for infractions deemed serious by the Tanzanian government. As a member of the ACM-sponsored group, you are very visible in Dar es Salaam. Your actions will reflect on the program and could jeopardize the position and legal status of the program. The program has been at the University of Dar es Salaam for several years and has carefully cultivated good relations with people at the university; illegal or inappropriate actions can imperil both yourself and the program. The following issues have been identified by program staff as potentially problematic.

- **Theft:** Some ACM students have been the victims of theft. Be careful, especially while traveling on trains and buses as foreigners are an easy target. Carry your passport and money under your clothes and take the same precautions you would in an American city. If anything of value is lost or stolen, report it to the nearest police station, as well as to ACM staff. (Sometimes parents' homeowners' insurance policies can cover lost property, so it is essential that you get a police report for the insurance company.) As a precaution, keep a photocopy of your passport and visa, police registration papers, and plane ticket in a safe place; also, make a list of credit card numbers and serial numbers from any electronic equipment.)
- **Political Involvement:** Any participation in political organizations, rallies, etc. will be in violation of your student visa and could lead to deportation as well as endangering the program's educational status. In addition, you may be placing yourself in physical danger.
- **Money Changing:** Black market money changing is illegal and can lead to deportation.
- **Drugs and Alcohol:** As in the United States, recreational drugs are illegal in Tanzania. The program or the U.S. consulate can do very little for you if you are caught in possession of illegal substances. And keep in mind too that excessive alcohol consumption impairs your judgment and can put you at risk; moreover, it is offensive to your host family and casts an unfavorable light on you and the ACM program.
- **Travel:** Parts of Tanzania and the surrounding countries have been plagued by communal violence and terrorism at times, so it is essential to keep yourself informed about the current political situation and any U.S. State Department or Tanzanian travel advisories. You should consult with the program staff about travel plans, and abide by their recommendations about places to avoid. Do not travel alone; accidents can happen, and it is vital to have someone to assist you in case of trouble. *It is absolutely prohibited to operate a motor vehicle while in Tanzania.*
- **Serious infractions are punishable with expulsion from the program.**

Gender Relations

While Tanzanians are polite and show respect in their interactions with each other (and you should do the same) American women often find that a little less courtesy is more effective in discouraging Tanzanian

men. Politely saying “No, thank you,” and smiling as you do so can be and usually is misinterpreted as coyness and an invitation to further conversation. If you are not interested in someone (or, to put it more bluntly, if you are being hit on), you’ll find that you’ll have more success by saying no firmly and with little or no courtesy. It’s also useful to watch how Tanzanian women respond to unwanted attention—you’ll find that they are clear when they’re not interested. You’ll likely develop strategies of your own as you become more accustomed to being in Tanzania, but when you first arrive you may find the attention from Tanzanian men to be somewhat overwhelming.

Health

In addition to the pre-departure preparations for managing your health while in Tanzania (see above under “Medications and Other Medical Preparations” in the section on “Preparing to Go and Arrival”), you need to need to take precautions to maintain your health in Tanzania. Probably the biggest risk to your health in Tanzania is from badly prepared food (e.g., undercooked) and untreated water, leading to stomach and intestinal upsets. The CDC pages on travel in Tanzania recommend not only monitoring what you drink and eat, but also using hand sanitizer.

Malaria

Malaria is a constant health risk in Tanzania. It is prevalent throughout country, including in Dar es Salaam, which means you will need to take anti-malarial medication for the duration of the program. If you do not take your anti-malaria medication as prescribed, you will become sick and you may require hospitalization. There are good doctors and medical facilities in Dar es Salaam. The same cannot be said for the small towns and rural areas. Again, the most important step in identifying malaria and preventing it from worsening is to take action quickly if you begin to feel sick. Please contact the program director or another ACM staff member **at the first sign of illness** so you can be properly evaluated and treated in a timely manner. Although most people only experience flu-like symptoms and a fever, untreated malaria can be fatal.

Aside from medication, the next best weapon against contracting malaria is to avoid being bitten by a mosquito in the first place. Avoid being outside between dusk and dawn, and wear long-sleeved shirts, pants, and a hat whenever possible. You should also sleep under a mosquito net. When you are outside, be sure to wear insect repellent that contains at least 20% DEET.

Finally, you should not plan to buy anti-malarial drugs in Tanzania as these drugs may be counterfeit and may not be manufactured according to U.S. standards. Plan to bring enough anti-malarial medication to last from the week prior to departure to Tanzania to one month after your return from Africa. For more information about malaria, visit the CDC web site at:

<http://www.cdc.gov/travel/regionalmalaria/eafrica.htm>.

HIV/AIDS

Be aware that HIV/AIDS is a risk in Tanzania, as it is throughout Africa and the world. Contrary to popular belief, HIV/AIDS is spread most often through unprotected heterosexual intercourse. It is spread also

through the use of contaminated needles and when semen, blood, or vaginal fluids are exchanged. Therefore, sexual relations and intravenous drug use pose dire risks. If you engage in sexual activity, please remember that safe sex is a must! Condoms are not always as easily available in many countries as they are in the U.S.—some countries may not have them available at all or the storing of such items may be questionable. Therefore, you should take a supply of condoms with you. Abstinence is the safest alternative. If you are sexually active, always use a condom! CIEE provides helpful information about AIDS and international travel on their website at:
http://www.ciee.org/health_safety/health/AIDS_intl_travel.aspx.

It is estimated that in Tanzania about 10% of the population is living with HIV/AIDS, although the majority of cases go unreported. According to the government of Tanzania, HIV infection is unevenly distributed across geographic area, gender, age, and social economic classes in the country. The percentage of the population infected by HIV ranges from less than three percent across most of the country to more than 44.4 percent in certain sub-groups, including the young, urban-dwelling populations. The epidemic has struck more the most economically active group of adults, those aged 15-45. The World Health Organization notes that the principal mode of transmission of HIV/AIDS is heterosexual and that the "key determining factors driving the HIV/AIDS epidemic include stigma and denial, the vulnerability of women, the incidence of unprotected sex, poverty and demographic mobility." It is important to understand the reality of the HIV/AIDS epidemic in Tanzania and to model your own behavior in a responsible way.

Medical Facilities

Dar es Salaam has very good medical facilities, and if you need to see a doctor while you are on the program, ACM program staff will be able to give you the names of doctors and clinics where students have been treated in the past.

You should be aware that, in case of illness or injury involving hospitalization or a series of visits to a doctor's office, ACM reserves the right to inform the person you designated as an emergency contact. This is necessary not only to keep your parents or guardian informed, but also to let them know that you are incurring medical expenses for which they may wish to seek reimbursement.

VIII. Housing Arrangements

At the University

During the first five weeks of the program, you will live in a residence hall at the University. The residence halls are not lavish by any means, and you will have to cope with occasional power outages and water shortages. Small double rooms will be available. You cannot cook in the dorms. Each student will receive linens, mosquito netting, and a bucket for collecting water and doing laundry. You will need to bring towels, a pillowcase, and, should you prefer a thick one, a pillow. You may want to bring an extra pillowcase to store dirty laundry.

You can eat at the University canteens and cafeterias. You will not find a lot of variety, but meals are cheap. A small store is adjacent to campus where you can buy water, toiletries, snacks, some packaged food and candy bars. ACM will provide each student with \$35 per week as a food stipend. This should be adequate for the simple meals served on campus. Beer is the only relatively expensive food item, about \$1 a bottle. For variety, you may want to budget some extra money for occasional meals at restaurants. The cafeteria food is simple and sometimes monotonous. You will typically find some kind of starch: rice, potatoes, cassava, fried plantain (similar to banana) or *ugali*. A staple in the Tanzanian diet, *ugali* is a thick porridge made out of maize (corn). Cassava is a tuberous vegetable that is frequently served in African and South American cuisine. It is used like a potato and often fried. Americans are familiar with cassava in its processed form as tapioca. You will usually have a choice of beans, fried meat—often chicken or fish—and sometimes red meat. Other vegetarian alternatives besides beans may be available. Vegetarians should bring a vitamin supplement because you may have to eat a very starchy diet with few vegetables. Fruit is often available, but you must be careful. Stay away from the tossed salad! **If you can't boil it and can't peel it, don't eat it.**

During the Break

It is important to note that dormitory housing is available in August and September because the University is not in session. When you make plans for your break, remember to make arrangements for your accommodations. You will also have to pay for your own food during the break. You should expect to spend a minimum of \$20 per night for a hotel room (though hostels can be much cheaper, about \$3 per night) and \$10-\$15 a day for food and drink in tourist areas.

In the Field

After the program break, you will travel to the field for the 6-week field portion. You should be prepared for a long-term camping experience using sleeping bags, tents, limited showers and pit toilets. ACM will provide meals while you are in the field.

Home Stay

The home stay can be one of the most significant aspects of your experience in Tanzania. Supplementing what you read in books or learn in classrooms, the experiences of living with a Tanzanian family and

participating in the daily life of the household are both personal and educational. It is also an enjoyable and valuable experience for the host families themselves because they learn something about the American students and their culture. Your curiosity and interest in understanding an African family may find competition in their curiosity and interest in learning about the life and background of an American student. Your home stay can be as intellectually and culturally challenging as it is enjoyable. Most of the families participating in the home stay program are economically well-off; poorer families do not have homes which can easily accommodate guests. This is a straightforward reality of contemporary Tanzanian society, but one which sometimes surprises—and may even disappoint—students. Many of the host parents are professionals (eg. professors, doctors, lawyers), and are often busy with professional and social commitments and may travel frequently. Students should be patient and understanding of the challenging schedules of the host families.

Although the host family stay can be the most significant aspect of a study abroad experience, it also takes a lot of effort. You should approach a host family stay with reasonable expectations and a spirit of learning and flexibility. Many families may have rules for younger family members that you will be expected to follow. For instance, they may not want you to stay out late at night or skip meals without prior notice.

In all this, we remind you that your home stay is an important source of *experiential learning*. The experience may make you recognize preconceived notions about contemporary Africa. It may sensitize you to cultural differences more subtle than you had anticipated. It will most certainly challenge you to see life from a different point of view and stretch your own culturally-shaped perceptions. It will not necessarily be a simple task, particularly since it coincides with the most challenging time of the program academically, but it can be extremely rewarding.

IX. ACM Program Rules and Policies

The Associated Colleges of the Midwest (ACM) is a consortium of 14 small liberal arts colleges in Illinois, Wisconsin, Iowa, Minnesota, and Colorado. ACM's programs reflect the academic standards and policies of its member colleges, and the standards and rules in the paragraphs which follow are applicable for all of ACM's off-campus study programs.

Tuition, Program Fees and Refunds

As outlined in the separate sheet on Program Payment Policies included in your acceptance materials, each ACM college has its own arrangement for setting program prices, and you should consult with the Off-Campus Study Office on your campus to confirm what those arrangements are. For all ACM participants in the program, the general policy is that ACM bills your home college for all of the program costs except the \$400 deposit and your college in turn bills you (and your parents). Non-ACM participants should speak with the study abroad offices on their home campuses about billing arrangements and discuss with the ACM Program Associate how this will be handled. Whether you are an ACM or a non-ACM student, it is also

important that, if appropriate, you inform your Financial Aid office that you will be participating in this program and confirm that your financial aid will apply to program costs; you may also wish to ask if your financial aid package will change to reflect program costs, including the price of the plane ticket. (Program-specific costs are outlined in the Chart of Program Expenses for Tanzania on the opposite side of the Program Payment Policies sheet.) In addition, we also recommend that you verify that any scholarships you are currently receiving will, as with financial aid, continue while you are participating in the program. It is also useful to be clear about how and when any financial aid and scholarship moneys will be released to you; we recommend that you make arrangements to have them paid into an American bank account or sent to your parents or legal guardians to handle on your behalf. In any case, you should NOT have them sent on to you while abroad.

Once you are admitted into the program, you will need to reserve a spot on the program by returning to ACM the Reply Form (the pink sheet in your acceptance package), along with a \$400 non-refundable deposit. This \$400 deposit allows ACM to set aside a spot for you on the program, and **it must be received within 15 days of your acceptance.**

If you withdraw from the program at any time before the program begins, you will lose the \$400 deposit and will be charged for any unrecoverable expenses already incurred on your behalf. If you leave a program once it has begun or are sent home for cause (please see the Study Abroad Contract), the program fee cannot be refunded. Tuition refunds will be calculated based on your home school's policies. And finally, please be aware that you are liable for any expenses for medical care as well as damage to hostel, hotel, or other housing during your time on the program and that ACM will bill you for such costs. Your grades and credits from the program cannot be sent on to your college's registrar until all outstanding bills are paid.

ACM Off-Campus Grading Policies

Students from non-ACM institutions should consult the home campus registrar's office for grading policies in effect on his or her own campus.

Beloit College

All courses (including internships) must be taken for letter grades. Grades will be recorded on the transcript for all programs, but only domestic programs will be calculated in GPA.

Carleton College

Letter grades will be included on transcript but not calculated in GPA. No more than one course per semester may be graded on a S/CR/NC basis.

Coe College

Internships are S/U only. Other courses must be taken for letter grades unless a student chooses the S/U option before mid-term of the program in accordance with the S/U grading policies stated in the Coe

College catalog. The letter grade is reported and the Coe College Registrar converts the letter grade to a S/U. In order to convert to an S, the grade must be a “C” or higher.

Colorado College

No restrictions on grading options except that all grades recorded on the Pass track must be verified by the letter grade. Letter "G-track" grades will be calculated into the overall GPA. Grades of any “D” or “NC” will not transfer for credit.

Cornell College

Letter grades will be annotated on transcripts but not calculated in GPA. Only grades of “C” or higher will be accepted. Short term courses taught by Cornell faculty are exceptions to both of the preceding statements; these courses are graded in accordance with Cornell’s standard grading policy.

Grinnell College

Only off-campus courses for which students earn a grade of “C” or above will transfer to Grinnell as earned credits. Grades below “C” will be posted to the transcript with the grade received and zero earned credits. No courses may be taken on a pass/fail basis, regardless of individual program policy. Grinnell students may not take “incompletes” on off-campus study regardless of the policy in effect on their program. Courses in which incompletes are taken will not be recorded on the Grinnell Transcript even if completed at a later date.

Knox College

Credit is granted for only those courses receiving letter grades. Grades received for courses taken off-campus are not factored into GPA.

Lake Forest College

Students may choose to receive a grade of CR (credit for C- or better), D (no plus or minus), or F (Fail) in any course they take. Students choosing this option, or changing back to regular letter grades, must give written notification to the Registrar before the end of the first two weeks of the semester. Prior approval of the student’s advisor is required. Internships will be graded Credit/D/F.

Lawrence University

Courses taken on a non-letter grade basis will not be credited toward a major unless the Subcommittee on Administration and the major department give special permission and may not exceed the usual limit of S/U options (1 per term for students who have earned 54 or more units; maximum of 4 on record at any one time).

Luther College

All courses must be taken for letter grades. Only grades of a “C-” or above or will transfer for credit; grades will not be calculated into overall Luther GPA.

Macalester College

All courses taken on approved study away programs are counted towards the student's Macalester grade point average, unless taken on the S/D/NC grading option. Students may take one course per semester on the S/D/NC grading option.

Monmouth College

All courses must be taken for letter grades.

Ripon College

All courses must be taken for letter grades. Students wishing to utilize the S/U option must make those arrangements with the College Registrar prior to the program, or during the first half of the program.

St. Olaf College

Grades from St. Olaf-sponsored off-campus programs are recorded on the student's official transcript, but do not count in the St. Olaf grade point average or toward the 24-graded-course requirement. See catalog for additional information.

University of Chicago

All courses must be taken for letter grades. Course titles and grades are placed on the student's Chicago transcript, though they do not enter into the calculation of the student's GPA.

ACM Policy on Sexual Harassment

I. Policy

It has been and remains the policy of the Associated Colleges of the Midwest (ACM) that sexual harassment of students and employees is prohibited. Violation of this policy may result in discipline or dismissal of students or discipline and discharge of employees. However, allegations of sexual harassment are serious and may be extremely prejudicial to the alleged offender. Accordingly, allegations not made in good faith may subject the complainant to disciplinary action.

II. Sexual Harassment Defined

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal or physical behavior of a sexual nature when (1) submitting or refusing to submit to such conduct is used as a basis for any decision affecting an individual's academic status or employment, or (2) such conduct has the purpose or effect of creating an intimidating, hostile or offensive educational environment.

III. Grievance Procedure

Any student who believes that he or she has been subjected to sexual harassment has recourse to informal and formal grievance procedures designed for the purpose of investigation and resolution of such allegations. Informal grievance resolution is encouraged although not required prior to initiating the formal grievance procedure.

As a preliminary matter, any student who believes that she or he has been sexually harassed should report the incident promptly to any of the following:

Director of the program in which the student is enrolled or other appropriate local staff
or faculty member

Director of International Study Programs at ACM Chicago office, Carol Dickerman

Director of Chicago Programs, Sally Noble

Vice-President of ACM, John Ottenhoff

Assistance in presenting a grievance may be obtained from another employee or student. However, attorneys or other third persons may not participate in any facet of the grievance procedure unless ACM and all interested parties otherwise agree.

Informal Procedure

An informal procedure is designed to resolve sexual harassment allegations without having to invoke the formal grievance procedure. This can be initiated through contact with any of the staff named above. The goal is to resolve the problem through discussion with the student, the alleged offender, and any other relevant persons. The student and/or staff member grievance officer may elect to terminate the informal procedure if it appears that no progress is being made in resolving the dispute and initiate a formal procedure.

Formal Procedure

1. Students who wish to lodge a formal complaint must sign and submit it in writing to any staff members named above within 120 days of the alleged harassment.
2. Thereafter, the President of ACM (or if the President is the alleged offender, the Chair of the Board of Directors) shall assign a grievance officer to investigate the complaint and report his/her findings to a grievance board comprised of the President, the investigating grievance officer, and one other grievance officer selected by the President. No employee accused of harassment may serve on the grievance board.
3. The investigation shall include interviews with the complainant, the alleged offender, who shall be informed of the allegations against him/her, and other relevant persons. The grievance board may supplement the investigating officer's investigation by itself conducting interviews and reviewing relevant evidence.
4. Within 21 days after the investigation concludes, the grievance board shall decide by majority vote whether the complaint allegations are supported by substantial credible evidence. It shall then inform the complainant and alleged offender of its decision.
5. Any disciplinary or other corrective action resulting from a violation of this policy shall be determined in accordance with ACM disciplinary procedures.

IV. Third Party Harassment

Any student who has been sexually harassed by a third party (i.e., vendor, guest speaker, internship setting) should report the incident promptly to any grievance officer who will then investigate and attempt to resolve the problem.

V. Confidentiality

All complaints and investigations of sexual harassment shall be handled in a confidential manner and shall be disclosed only to persons having a legitimate need to know. Grievances and documents will be maintained separately from other student files.

VI. Non-Retaliation

Complaints made in good faith under this policy shall not result in any adverse action against the complainant, nor shall any person who participates in good faith in an investigation be treated adversely because of such participation.

Nothing in this policy precludes an individual from pursuing any legal remedies available to him/her.

ACM Policy on Personal Abuse

Personal abuse, whether oral, written, or physical, exceeds the bounds of appropriate discourse and civil conduct. Harassment of another because of his/her race, sexual orientation, ethnic background, religion, expression of opinion, or other personal characteristics is prohibited. ACM students who engage in such behavior may be disciplined and/or dismissed from a program.

ACM Policy on Dual Relationships

A dual relationship is one in which the faculty/staff member has both a professional and a romantic or sexual relationship with a student. This includes relationships which appear to be mutually consensual. However, the inherent inequality of power between student and faculty/staff creates an unacceptable conflict of interest in a supervisory, educational or advisory context. For this reason, dual relationships between faculty/staff and students who participate in the same program should be avoided. If a relationship nonetheless develops, the faculty/staff member is expected to remove him/herself from supervisory or advisory responsibility for that student, or face disciplinary action.

ACM Policy on Discrimination

The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, race, creed, national origin, age, sexual orientation or disability.

Appendices

Sample of Student Abstracts

ARCHEOLOGY:

Tyler Brunette, Ripon College

An Archeological Survey of MSA tools in Northern Tarangire National Park

A ground survey of the northern section of Tarangire National Park was conducted with the intent to establish a better understanding of the pre-history of the area. Several possible study sites were found, however only one was surveyed due to time constraints. 409 artifacts were collected and analyzed, showing a typical MSA assemblage. The artifacts were made of local sources, chert, quartz, and quartzite; as well as non-local materials including: obsidian and lava rocks. It is believed the site is a stone cache for the creation of tools due to the high amount of debitage found on site, as well as a meat processing center, due to the high amount of scraper tools. An archeological excavation could be done at this site and is highly encouraged.

ECOLOGY:

Jeanne Coffin, Macalester College

Disease and disease transmission from wildlife to livestock in the Ngorongoro Conservation Area – A survey of effects on Maasai pastoralists

Ngorongoro Conservation Area has been home to both pastoralist cattle herders and some of Africa's most famous wildlife for 30 years. Now more than ever, human populations are growing in the NCA and surrounding the Serengeti-Mara Ecosystem, putting pressure on management and on local people. Experts on East African wildlife management have remarked upon the need for better baseline data on disease transmission in East Africa (Kock 2005). The purposes of this study were twofold: 1) provide basic data on the most important diseases for cattle, sheep and goats of the NCA, Endulen and Olbalbal village areas in the past five years, with the hope of leading to better management of parks and more effective means of controlling disease. 2) To understand how these diseases are affecting the opinions of the cattle-herders regarding conservation efforts in their areas.

Semi-structured interviews were used to gather data from veterinarians, park veterinarians, and Maasai pastoralist herders. Interviews were conducted in Kiswahili and Kimaasai via translation. Data were recorded by hand. The most important diseases in the area of study were found to be East Coast Fever and its cerebral form Bovine Cerebral Theileriosis, Contagious Bovine Pleuro-Pneumonia, Malignant Catarrhal Fever, and Sheep Pox. These diseases were distributed evenly throughout the range of study, and were found to be highly prevalent. Maasai opinions of conservation affirmed the importance of conservation itself, but were divided over the present management policies.

Andrea Gammon, Knox College

Grass Composition and Dalbergia melanoxylon in regard to the Fire Management Policy of Tarangire National Park

Management of fire in protected lands is a multi-faceted issue worldwide. Fire has the capacity of altering notable ecological factors including soil composition, vegetation composition, species diversity and composition, and carbon and nitrogen cycles. Africa's savanna grassland is an ecosystem undergoing constant fluctuation with regard to the herbaceous-woody mosaic. Grasses and trees affect each other in mutualistic, commensalistic and competitive ways depending on the species and ecological situation, and burn policies have the capacity to alter these relationships and the herbaceous-woody ratio. Tarangire National Park, Tanzania, undergoes annual perimeter burns to prevent threats to flora and fauna within the park. *Dalbergia melanoxylon* is a species identified by Tarangire as threatened, and though fire stunts the tree's growth, little is known about the effect of Tarangire's general burn policy on the species. I found that fire significantly changes grass composition in the park, and observed that grass composition inversely corresponds to *Dalbergia melanoxylon* populations, although this observation was not supported statistically.

Benjamin Kraemer, Lawrence University

Baobab Damage as an Indicator of Elephant Ecology

Over 150 baobabs were sampled in Tarangire National Park. The total circumferences and the fractions of that circumference which were new bark ripping, old bark ripping, scarred bark ripping, and unripped bark were measured. This analysis was coupled with analysis of the surrounding matrix. Qualitative and quantitative analysis resulted in the development of a number of important relationships. For example, road effects do not impact elephant environmental impact, but tourism in general may be pushing elephants away from areas frequented by tourists. Changes in vegetative zone, elephant demographics, and total circumference are not significantly correlated to changes in baobab impact while elevation and elephant migration routes do impact elephant baobab damage. Elephants do not eat baobabs in the same area where they eat other food resources suggesting a difference in motivation for those behaviors. There is also no significant relationship between baobab impact and distance from water resources. Upon further intensive statistical analysis, additional relationships may be attained.

Caitlin Kreiman Lill, Beloit College

Human Habitation and the Red Headed Rock Agama: A Study of Behavior at Tarangire National Park

The Red-Headed Rock Agama (*Agama agama*) is a large, brightly colored lizard found throughout East Africa. A diurnal and insectivorous species, *A. agama* is known to form complex social groups and is commonly found in woodlands and savannas near large rock formations. In recent years, these lizards have become attracted to human structures (Spawls and Howell, 2004), and the complete cause of this phenomenon is unknown. This study explored possible behavior differences between agamas at Sopa Lodge and Mawe Ninga Tented Camp in Tarangire National Park. Data was collected on gender distribution, frequency of use of buildings, and frequencies of activities near buildings. One and two factor ANOVAs

were performed for independence between the factors, and Chi-Square tests of independence between two or more samples were used to test for significance between expected and observed values. Statistically significant results were discovered between the two locations, and possible explanations for the differences are discussed.

Cynthia Pinkus, Ripon College

Comparison of Foraging Behavior between Female and Male Giraffes

Giraffes display sexual dimorphism: the males are larger than the females. Males digest food quicker because of their larger size and, therefore, can consume foods of lower quality. Males can use the time gained from their efficient foraging on other activities, like courting females. Females must be more selective of their vegetation, because they have a slower metabolism and need the extra nutrition for reproduction and lactation. This should lead to a difference in the foraging behaviors. I hypothesized that males should spend less time foraging than females and should be less selective feeders because of their lower requirements. Also giraffes in different densities of vegetation should forage differently. Heat intensity from the sun also varies with the time of day so I compared female and male activities during periods of different heat intensity. I found all of my observations and hypothesis to be insignificant, which suggests that male and female giraffes do not express a difference in foraging behaviors, even with different heat intensities, and the density of vegetation is not significant to the amount of plants a giraffe forages on and does not vary between females and males.

Kerry Schnell, University of Chicago

Pastoralism and Desertification: Domestic Livestock Grazing on Land Adjacent to Tarangire National Park

Over the last hundred years, the land-use patterns of the Maasai, a pastoral tribe found in northern Tanzania and southern Kenya, have changed significantly. Faced with large land losses in tandem with a rapidly growing population, the Maasai have both changed their grazing patterns and begun to settle into permanent homesteads. Traditionally, the mobility and flexibility of the Maasai made their pastoral lifestyle ecologically sustainable. However, as many of the changes the Maasai have made have come at the expense of their mobility and flexibility, the ecological sustainability of the Maasai's pastoralism, as currently practiced, is brought into question. That is, the overgrazing of land by domestic livestock is a recognized source of desertification, a decrease in the economic and biological productivity of dryland area. In this study, I used the border of Tarangire National Park (TNP) in northern Tanzania, a line with protected land on one side and land open to domestic grazing on the other, to isolate the contribution of domestic animals to any potential grazing-induced desertification in the area. As a loss in grass coverage is an indicator of desertification, I measured the percent coverage of grass both inside and outside of the park. I found a potentially significant difference on only one out of four surveyed border roads, thus suggesting that overgrazing by domestic livestock is not a significant problem around the northern borders of TNP; and, thus, grazing-induced desertification is not, at the moment, likely in this area.

Jessica Walton, Colorado College

The Effect of Roads on Vegetation and Wildlife Grazing in Tarangire National Park, Tanzania

Within Tarangire National Park, roads exist as one of the single most permanent anthropogenic alterations of the landscape. This study attempts to determine if roads are affecting the park's plant communities and the grazing behavior of the park's mega fauna. Roadside vegetation was surveyed along five roads throughout the north of the park. The expected road effects were absent and no trends were found between proximity to the road and percent coverage as a measurement of wildlife grazing levels. It is a widely accepted phenomenon that road effects occur to a certain extent wherever roads are present, so this is an unusual finding. Results may be attributed to many factors including that the study was conducted during the dry season, a time of increased wildlife populations, overall system stress, and grazing levels due to migration patterns. Effects may exist to a less visible extent or the marginalization of grazing populations within the park boundaries may be forcing animals to ignore the ecological changes.

PALEO-ECOLOGY:

Bevin Condon, Colorado College

Footprint Analyses and Paleoenvironmental Reconstruction at Laetoli, Tanzania

During a four week field study at Laetoli in the Ngorongoro Conservation Area in northern Tanzania three Footprint Tuff exposures were studied for animal footprints. The Footprint Tuff, also referred to as Tuff 7 was created 3.5 million years ago by numerous volcanic ash eruptions from the nearby volcano Sadiman. The footprints were preserved in the ash and include animal and hominid footprints very important in our current understanding of human evolution.

The study aimed to create a paleoenvironmental reconstruction based on a modern analogy with the animal prints found at the three exposures with the animals present today.

The tracks found at the three exposures included dikdik, elephant, zebra, African buffalo, giraffe and guinea fowl. These tracks were indicative of a mixture of grassland and woodland environment typical of Laetoli today.

W. Scott Persons, IV, Macalester College

An Examination of the Proposed Relationship Between Habitat and Foot-Surface Area Based On the Wildlife of Tarangire National Park, and the Application of Such a Relationship to the Paleo-Ecology of Dinosaurs

Using tracings of footprints to calculate foot-surface area, the animal inhabitants of Tarangire National Park were used to test the long standing notion that large feet are indicative of animals from wet environments. A statistically significant relationship was found among birds (relatively large foot-surface area did correlate with wetland inhabitants). The study failed to confirm any relationship between foot size and habitat preferences among mammals. Analyses of dinosaur tracks found the group (with the exception of sauropods) to be characterized by relatively large rear feet and overall small weight to foot-surface area ratios.

GEOLOGY:

Daniel Bowman, Macalester College

Mt. Lamakarot, Tanzania: Morphology, Mineralogy, and Petrology of a Plio-Pleistocene Shield Volcano in the Gregory Rift

The Ngorongoro Volcanic Highlands (NVH) consists of several volcanoes as well as innumerable scoria cones and lava flows. However, little is known about the morphology, mineralogy, and magma sources of these volcanoes. This study surveyed Mt. Lamakarot, a 2300 m volcano on the northwest side of the NVH, in order to address this problem. I discovered that Mt. Lamakarot is a Plio-pleistocene shield volcano that erupted a series of highly fluid, plagioclase to olivine rich silica undersaturated basaltic lava flows with little to no ash. All Lamakarot lavas are compositionally similar, and any differences between them can be attributed to magma evolution according to Bowen's Reaction Series. The mineralogy of Lamakarot lavas suggests that they derive from a shallow source generating a large amount of magma, possibly corresponding to the initial stages of asthenospheric upwelling in the Gregory Rift. Furthermore, Lamakarot lavas are mineralogically and petrographically distinct from other nearby volcanic centers.

ANTHROPOLOGY:

Lexie Kamerman, Knox College

Tarangire National Park: Tour Destination or Roadside Attraction?

The Tanzania National Parks generate annually somewhere between 64 and 112 million Tanzania shillings in foreign exchange from tourism (1986 Prins). The Maasi Ecosystem, which includes Tarangire National Park, is second only to the Serengeti-Ngorongoro ecosystem, boasting a migratory cycle, which brings 3,000 elephants, 25,000 wildebeest and 30,000 zebras to the Tarangire River for drinking during the dry season (Fink 2003). Of the tourists that visit Tanzania's national parks only 4.5% of paying national park visit Tarangire.

This research's goal is to understand what Tarangire's role within the northern circuit is, specifically an examination of tourist expectations, preferences and needs. For my research I interviewed 85 tourists at Matete picnic site and Tarangire Safari Lodge inside the park. It was found that tourists generally stayed half as much time in Tarangire than in Serengeti, while responses to overall experience in Tarangire did not significantly change before or after visiting Ngorongoro Conservation Area. Significant results were found, and explanations for these results are discussed.

Mélotie Kinet, University of Chicago

Why Girls Drop Out of Primary Schools: Student Perceptions in Tarangire, Minjingu and Kakoi

To understand the matrix of reasons for which girls drop out of public primary schools in Tanzania, I interviewed 75 students between the ages of 10 and 20 years, from standard IV to VI, at three different schools in the Hanang district. I conducted typical anthropological interviews, using a tape recorder and translator. My results show several significant trends under different realms. Firstly, whether girls are actually married, or just have a fiancé, they are placed in the same category, and because of traditional gender-roles, early pregnancies out of wedlock are common. Under the law these girls are prohibited from further schooling. Secondly, corporal punishment negatively affects girls, because teachers do not stay

under the legal limit of 3 lashes. Finally, more work is expected of girls in a household, and oftentimes teachers do not encourage girls who do housework in favor of studying and therefore struggle in the classroom.

MEDICAL ANTHROPOLOGY:

Martha Leigh Abrams, Knox College

Risk Factors for Tuberculosis in the Ngorongoro Conservation Area

One-third of the world is currently infected with latent tuberculosis. Tuberculosis is a disease that is fully treatable but still endemic in the Ngorongoro Conservation Area, and especially prevalent within the village of Olbalbal, in the heart of the NCA. The general risk factors for contracting tuberculosis are well known, but within the NCA specific ones have not been highlighted as particularly important. In this study, the risk factors of geography, sex, age, body weight, Bacille de Calmette-Guérin vaccination, household density, milk boiling practices, familiarity of the disease and period of time waited before seeking treatment were studied in the village of Olbalbal and in the region surrounding the Endulen Hospital. The factors of household density, milk boiling practices and time waited before treatment were insignificantly different between those in Olbalbal and those elsewhere, and between those who were TB positive and TB negative. BCG vaccination, age, weight and living with a TB positive individual were all found to have correlation with groups of TB positive subjects.

Whitney Brown, University of Chicago

“Waiting for an Explosion”: Knowledge and Perceptions of HIV/AIDS in Maasailand

The devastating impact of that HIV/AIDS has had on sub-Saharan Africa is undeniable. While its incidence remains low (roughly 2.3%) in the Maasai population of northern Tanzania, this culture exhibits a number of beliefs and practices that put it at great risk for rapid transmission of HIV/AIDS through their population. The objectives of this research were to determine the extent of basic knowledge about HIV/AIDS in the community, to identify specific practices that put the community at risk, and to explore perceptions of the efficacy of traditional versus biomedicine in treating HIV; such knowledge could provide valuable information and recommendations for future HIV/AIDS educators attempting to address beliefs and risks unique to the Maasai community.

To accomplish these objectives, fifty Maasai men and women were interviewed in and around Endulen, a village in Tanzania’s Ngorongoro Conservation Area. My results indicate that although these people have a general familiarity with HIV/AIDS, many (22.0%) could not provide any information about where it originated, how it is contracted, symptoms, and existence of treatment/cure. Other notable findings included a widespread belief that HIV/AIDS has not yet been introduced to the Maasai community, only five spontaneous references to condoms as a way to prevent transmission of HIV and a general aversion to their use, frequent confusion about the existence of “treatment” versus “cure,” and a high confidence in the ability of traditional healers to treat and/or cure HIV/AIDS.

Katherine W. Eaton, Beloit College

Effects of Vitamin A Supplementation on Xerophthalmia in the Ngorongoro Conservation Area

Vitamin A deficiency poses a significant health risk to children in the Endulen Region of the Ngorongoro Conservation Area. Without vitamin A the body's immune system weakens and blindness can result. Deficiency manifests as deterioration of the conjunctiva and is known as xerophthalmia. I studied xerophthalmia in school aged children throughout the Endulen region by following the Endulen Hospital Outreach Clinic or visiting local schools. I attempted to correlate vitamin A supplementation with deficiency. I used the presence of a tuberculosis vaccine scar as evidence for vitamin A supplementation in early childhood. I found that a tuberculosis vaccination scar can serve as an accurate indicator of non-deficiency. There are many possible explanations for this correlation. I hope that my research can be used as a basis for improved efforts in vitamin A supplementation programs.

Stephanie Hahn, Lawrence University

Safety vs. Comfort: Maasai Preferences in Maternal Healthcare

Despite the recent efforts of the Endulen Hospital, located in Tanzania's Ngorongoro Conservation Area (NCA), to eliminate childbirth-related deaths by encouraging more Maasai mothers to give birth at the hospital, more than 90% of women in the NCA deliver their babies at home. To understand why giving birth at home with the assistance of a traditional midwife is important for Maasai women, I interviewed mothers and traditional midwives from different villages in the NCA. These women responded to questions about their delivery experiences and their feelings about the maternal healthcare and traditional birth attendant (TBA) programs offered by the Endulen Hospital, and revealed that a lack of communication about childbirth-related practices exists between the hospital and a large part of the community. This lack of communication has impeded that hospital's efforts to help women who are at risk of having a difficult delivery make decisions about where it is safest to give birth.

Danae Roumis, University of Chicago

Malaria Prevention in Ngorongoro Division

Maasai pastoralists make up the largest population living in the highlands of Ngorongoro Conservation Area. Malaria has become a major problem within this population. The combination of human movement, lifestyle, climate change and cultural practices contribute to their susceptibility. The only health facilities available within the entire premises are a dispensary near the Authority Headquarters, and a private hospital in Endulen village. It is apparent, based on the interviews, that knowledge of malaria is limited to a basic awareness and that a deeper understanding of causality, risk, transmission, and treatment is absent in the communities. The hospital has not instituted any kind of education program as a result of many human resources and financial limitations. This research project is based on the premise that education will help alleviate the unnecessarily high incidence, and explores possible avenues for prevention specific to the area and the people.

Susan Schaffnit, Beloit College

Incidence of Scoliosis in Primary School Children in the Endulen Area of the NCA

Scoliosis, defined as lateral curvature of the spine greater than 10 degrees, affects 5-10% of all 9-14 year olds. Scoliosis usually does not cause pain in adolescents, but, if allowed to progress, it can lead to discomfort and loss of mobility in adulthood. With time, the deformation can also misalign the ribs. As the ribs move, heart and lung functions are hindered. Because of potential progression, it is important to screen for Scoliosis during puberty, prior to the closure of the iliac crest growth plates. There is no cure for scoliosis, but exercise, improved bone health through nutrition, back braces, and surgery all are possible treatments.

Four hundred thirty six Endulen area school children were screened for scoliosis using the forward bending method to assess prevalence of the deformity in the area. Only 3.44% of students tested positive. Females were 2.75 times more likely to have scoliosis than boys. The deformation appeared to be showing up around the age of 12. Data was also collected about school lunches. In order to promote healthy adolescent bone growth, schools are encouraged to add spinach, cabbage, beans and peanuts to the lunches. These additions would increase the intake of minerals essential for bone health in children's diets.