Topics in African Studies (3 CR)
Drama for Development
(Global Civilization & Culture Credit)
AFRI-L400/ 27084
Spring 2014 – Second Eight Weeks

Instructor: Dr. Betty Dlamini
Office: Memorial Hall 217
Days: Monday and Wednesday
Class Time: 5:45 p.m. – 8:00 p.m.
Venue: JH A100
Office Hours: Monday at 1:00 p.m. to 2:00 p.m.
Phone: 812 855 7666
Email addresses: bsdlamin@indiana.edu

Course Description
Drama for Development is a course that focuses on helping students develop skills and traits of communal living and engagement in dialogue to identify issues and problems that prevail in their community as well as identifying solutions to the problems by using performance arts, mainly drama. Students write a pre-class test which they bring to class on the first day. In class students are introduced to the African continent by way of videos, pictures and lectures, followed by a discussion of the definitions of the important concepts in this discipline together with the stages of implementing Drama for Development within a community. Next, they learn how some African people used Drama for Development to address problems in their communities, which gives them a glimpse into the histories of the countries involved. After that, they learn how to conduct research to identify problems and issues within each community. For the new internationalized course, students will research on issues affecting people in Russia and Eastern Europe as well as Latin America plus the Caribbean islands. They will engage in dialogue geared towards identifying ways of solving the problems, which leads to communally making stories that present their problems. During the story-creation process they tease out solutions in a trial and error method that strongly rests on dialogue. They volunteer as well as choose some of the community members to act the roles of characters in the stories. They do not have formally written scripts, but they improvise as they act the stories. Students work on a total of four projects including the one within the whole class ‘community’ and three from small group ‘communities’. In addition to two quizzes, students write a paper, individually or in their small
group (as a project report) and stage a show as a class where they will perform their plays from small communities within the class. Students are expected to produce DVDs instead of a show.

**Course Objectives**
Upon completion of the course, students should be able to:

- Define ‘development’ and other important concepts used in Drama for Development;
- List the important stages of Drama for Development;
- Narrate and analyze the case studies of African countries that have used Drama for Development;
- Conduct research to identify problems within communities (in this case within Indiana University);
- Engage in dialogue that will lead to identifying ways of solving the problems in their community;
- Identify social issues within international communities of their choice;
- Identify theatrical ways of addressing social issues that prevail in the selected international communities;
- Compare and contrast the theatrical ways of addressing social issues in two international communities of your choice (African and non-African);
- Create stories that will be dramatized to address issues and problems within international communities;
- Dramatize their stories in the form of shot plays or skits using improvisation;
- Write an essay that displays their understanding of one or more aspects of DFD, which includes, but not limited to the history of DFD in African developing countries; case studies of TfD in African countries and ways of adopting the African experience of TfD in other parts of the world and writing their own project reports;
- Stage a show or a series of short plays addressing the problems revealed by the students’ research findings and therefore producing a DVD.

**Teaching and Learning Methods**
In this class I will use Hybrid (live and online) Teaching and Learning methods that include lectures, discussions, role playing, observations, pictures, songs and videos.

**Standard of Evaluation**
The students will be assessed based on the following:

- Class attendance and participation 20%
- Quizzes (2) 20%
- Short Writing Projects 20%
- Small group projects 20%
- TfD showcase or a series of recorded short plays in a DVD 20%
The quizzes will test the students’ understanding of the concepts and history of TfD. The essay will be on each student’s choice from a list of essay topics that cover the concept of TfD, case studies in African countries and a USA based TfD experience. Participation will be based on each individual’s participation in the daily classwork and homework activities. Students will earn the TfD showcase grade through the videos they will produce in their small groups.

**Attendance Policy**
Attendance is mandatory and only one unexcused absence will be allowed because this is a practical course. The only excused absence will be when a student is ill and that will be evidenced by a document from a medical practitioner. If a student wishes to be absent due to observation of a religious practice that should be done according to the university’s process through acquiring a form from the Office of the Provost for each day the student will be absent.

**Grading**

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**Course Policy**

**Homework:** Type your homework and clearly write the professor’s name, your name, starting with your last name the homework title and the date. Save every piece of work that you hand in to the instructor.

**Essay:** The paper must be neatly typed, stating the course title and number, the student’s name, the professor’s name and the date of submission. The essay has to be submitted on or before the due date. Students are expected to submit their papers electronically on Oncourse and to bring a hard copy to class.

**Exam:** There is no exam in this course.

**Make up on essay paper:** There will be no makeup on quizzes and essay

**Respect:** Each member of the class should aim at developing and maintaining an atmosphere of communal living through being always respectful to all members including the instructor and
other learners. Each student should receive and apply feedback and correction in a respectful and constructive manner.

**Tardiness:** It is important to arrive early into class to allow enough time for preparation and starting promptly. You will lose points for coming later than five minutes because that will be a distraction to the instructor and other students.

**Safety:** Work safely and effectively in class and allowing others to do so.

**Report:** Report to the instructor before each session starts if there is any problem that prohibits you to participate in any of the class activities and providing necessary official documents that support such a prohibition when they are available.

**Food in class:** Respect the members of the class by bringing no food, chewing gum, or beverages into the class except for water in a plastic bottle.

**Laptops:** Do not bring or use laptop computers because it is not needed in this class.

**Cellphones:** They need to be switched off and put away. It is regarded as offensive for a student to be seen with a cellphone during the class session.

**Cooperation:** Make an effort to acquire what the class community has suggested as costumes for the production/s. Also be cooperative by working to achieve the goals suggested collectively by the class community.

**Classroom civility:** As a way of being civil, students are expected to use appropriate and accepted language at all times.

**Oncourse:** Students are encouraged to look up for learning resources, the Gradebook and announcements via Oncourse.

**Course Evaluations:** Course evaluations will be conducted in a way that maintains the integrity of the process and guarantees anonymity of evaluators.

**REQUIRED TEXT**

*Dlamini, Betty S.*


**Secondary Reading Materials for Essay Writing:**


Videos:  
- Africa Straight up!  
- The Danger of a Sine Story  
- South Africa’s ot Talent  
- Britain’s got talent  
- Ubuntu African Philosophy

Course Calendar  
Week 1  
Day 1  
Submission of Pre-Class Test  
Introduction to Africa:  
How big is Africa?  
Africa Straight up!  
What is it like to be African?  
How Africans perceive themselves – SA’s Got Talent (Bothlale) and Britain’s Got Talent (CEO Dancers).  
Classroom Activity: In small groups of three or four discuss what you have learnt from these videos, especially, the stereotypes about the Africa as a continent.

Assessment  
Following the video presentation, list three stereotypes that the western world has about Africa, and three new things you did not know about Africa. Explain how watching this video has helped you understand Africa in a new way.

Week 1 – Day 2
The students will read the Theater fir Development article and PowerPoint Slides that present the definitions of the important concepts used in Drama for Development:

- Theatre  
- Development  
- Conscientization – probing or the raising of awareness or consciousness of people on issues  
- Dialogue  
- Participation

Classroom Activity: Think about how you have developed over the years and share this with your friend, and then talk about areas that you think still need to be developed more.

Week 2 – Day 1
In pursuit of Global Values – students will watch the short videos by South African philosophers, which highlight the global values including love, health, family, history, cultures, and arts.

**Assessment**

*What do you regard as the key global values? Break these into more specific ones than the general oneness. How can people demonstrate oneness (Ubuntu). Illustrate with regions in and beyond the African continent. You may use culture in your own region and other world regions you are familiar with.*

**Week 2 – Day 2**

Cases of Drama for Development in selected African countries:

The Zambian Experience of TFD

Read the article **THEATRE FOR DEVELOPMENT: A MULTIFORM APPROACH TO BEHAVIOUR CHANGE EMPOWERMENT IN THE FIGHT AGAINST SPREAD OF HIV/AIDS IN DEFENCE FORCES”** WRITTEN BY PROFESSOR DICKSON M. MWANSA (Zambian experience)

Answer a list of questions that test the students’ understanding of using Theater for Development in real life situations, such as the army in Zambia:

**Assessment**

1. Theater for Development in Zambia was introduced in three units. a. What were these three units? b. What was the focus of this initiative? c. Half of the participants were involved in some ______________ work as ______________ and ______________.

2. List the four themes that the drama coded:
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
   d. ________________________________________

3. Performances were carried out in three stages; list them, as stages Number:
   a. One
   b. Two
   c. Three

4. What group was the target of this project?

5. What is the central focus of Paulo Freire’s theory of conscientization?

6. List three forms in which HIV/AIDS disempowers infected people;
   a. _________________________________________________________
   b. _________________________________________________________
   c. _________________________________________________________

7. In a paragraph to describe how power for the disempowered begins.
8. Name the three artistic skills that animateurs learnt to link as they performed to educate the people in Zambia.

9. Describe how the lyrics and the drama addressed the issues affecting the people, mainly the widows.

10. Describe the group dynamics that the animateurs applied as they worked collectively to educate the people.

11. Describe the effects or achievement/s of the drama for development / theater for development project described here.

12. List the six obstacles that the participants faced. 13. What is the major shift they resorted to using at the end?

**Week 3 – Day 1**

The Evolution of TFD in Africa and the important stages of Drama for Development:

- A review of the key concepts in TFD;
- The role of a change agent;
- Getting to know the community;
- Research as you live among the community not as an external expert;
- Identifying problems as perceived by the community not the external body;
- A workshop with dialogue as the key element;

Classroom Activity: Imagine yourself as a change agent that will work with people in a small community. Identify the people you want to work with and make a small community with and within which you will work in this class.

**Week 3 – Day 2**

Using all possible sources of information such as the ones found on Oncourse research on one of the following areas of the world to identify the following:

Three outstanding historical facts;
Three outstanding cultural facts;
Performance arts that the people appreciate the most;
Problems that are currently affecting the people of this area;
Following what you have learnt so far, create a story that you think may be used in making a skit which may raise the awareness of this community for their development.

**Quiz Number 1**

**Week 4 Day 1**
Playmaking skills and Dynamics of acting for an open audience - in groups
Your group will be given an area and specific problems to work on. As a group, make a skit that raises the awareness of the given community. Be ready to perform the skits in from of the whole class.

Week 4 – Day 2
In your small communities or groups you will dramatize your short plays that address issues at Indiana University. There will be a post-performance discussion for all the plays. You will do a role play of decision making, following the dramatization of the real life issues at IU.

Week 5 Day 1
In your group take a region of the world of your choice and identify social issues or challenges that prevail there and research how they address these. Identify the performance arts forms that people in the region of your choice use to address the issues and challenges they have. Make stories that relate to the issues in your region of choice. Work on how to create drama from the stories. Decide on props and costume and for the dramatization day on the next day of class.

Week 5 Day 2
The small communities or groups will dramatize the short plays that address issues in the region of their choice. There will be a post-performance discussion for all the plays. You will do a role play of decision making, following the dramatization of the real life issues at IU.

Week 6 Day 1
As a group, choose a universal topic such as politics, sexual orientation or any other you will agree on. Identify a specific problems/s that you want to address.
1. Use brainstorming to work how you will deal with this situation as a community development officer.
2. Engage in dialogue that will lead to identifying ways of solving the problems in your community.
3. Create a story that addresses the problems you have identified and start working on your play

Week 6 Day 2
The small communities or groups will dramatize their short plays that address universal issues and problems and there will be a post-performance discussion.

Week 7 Day 1
Polishing and recording the three plays per group to submit to Natasha in Celtie for DVD production and handing in group reports.

Week 7 Day 2
Video Show in class and friends are welcome to come and watch

**Week 8**

**Day 1**
Post-performance discussion

**Day 2**
Post-performance discussion and conclusion