

**Gender and Politics in Africa**  
WGSS 662/AAAS 662/ POLS 662  
Spring 2017 – Accelerated Minimester Format

Dr. Hannah E. Britton  
Phone: 864-9016  
Email: [britton@ku.edu](mailto:britton@ku.edu)  
Office Hours: Tuesday and Thursdays, 1:30-3:00 and by appointment  
Office Location: Blake 504 E  
(My office is inside the main office of Political Science)

Class Time: 11-1:30 TR  
Class Location: Blake 207

This course is designed to explore the field of gender and African politics. We will begin by paying particular attention to African women's political roles during the pre-colonial and colonial society. We will investigate how the institutions of colonialism affected African women's political power, social roles, and gender relations. We will also examine the impetus, methods, and path of liberation struggles and how gender roles were shaped, shifted, and changed during these struggles. The majority of the class will focus on current issues in African politics, including gender and development, gender and militarism, and gender and political institutions, civil society organizations, transnational movements, identity politics, gender-based violence. We will also examine contemporary constructions of masculinity and femininity, race and ethnicity, and inequality affect social policy and national political agendas. We will be interested in how gender identities are shaped by racial, ethnic, and class self-perceptions. We will be using a combination of films, documentaries, personal narratives, on-line media sources, and scholarly articles throughout the class.

Many of the topics we will be discussing are difficult and challenging, especially the topics of gender-based violence and also conflict. Please see me if you are having trouble with these materials or if they pose particular challenges.

I have also included in the syllabus the upcoming events for the Kansas African Studies Center: <https://kasc.ku.edu/>  
You should take the opportunity to immerse yourself in the remarkable resources of KASC and the programs they offer. You can also be added to their weekly email updates writing to [kasc@ku.edu](mailto:kasc@ku.edu) or let me know, and I can have you added to their email list.

**Required Texts:**

The several required texts are available at the bookstore and will be on reserve in the library. They are at Watson Library. So, if you do not wish to buy the texts for any reason, you may read them at the library. Additionally, there are several electronic reserve readings on the BlackBoard site for the class. Each should be completed *before coming to class* the day they are discussed. I assure you that you will gain much more from this course if you do the readings before class and then review them after class.

*Nervous Conditions*, by Tsitsi Dangarembga  
*African Women's Movements*, by Aili Mari Tripp, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa,  
*And They Didn't Die*, by Lauretta Ngcobo  
*Out in Africa: LGBT Organizing in Namibia and South Africa*, by Ashley Currier  
And plenty of readings on Blackboard...

**Course Website:** There is a Blackboard site for this course. You can access Blackboard via <http://courseware.ku.edu> and follow the instructions. There are really useful help pages located here: <https://blackboard.ku.edu/students/resources> . If you are in need of assistance, you can contact the Customer Service Center at 785-864-8080 or at [itesc@ku.edu](mailto:itesc@ku.edu), but if it is an issue with Blackboard they can contact KU Educational Technology directly at 785-864-2600 or [itedtech@ku.edu](mailto:itedtech@ku.edu).

**Please be aware of all the key deadlines associated with the Minimester B course:**

<http://registrar.ku.edu/spring-2017-minimesters>

Last Day for 100% refund:	3/22/2017
Last Day to drop without a W:	3/29/2017
Last Day for 50% refund:	4/1/2017
Last Day for Credit/No Credit:	4/10/2017
Last Day to Withdraw:	5/4/2017

**Expectations:** There is no question that you will get out of this course what you put into it. The success of this course depends on your preparation and participation. We will be covering a considerable amount of material through readings, films, discussions, and debates. *You are expected to come to class having read the assignments and prepared to discuss and debate the material. Participation is a significant portion of your grade.* This material is engaging, but it may take you a few times reading through the materials to grasp fully the arguments and ideas. I highly recommend you read the material several times, before coming to class, and again after the days discussion. I would recommend active reading of the material – taking marginal notes, making outlines of the arguments, keeping a record of questions or ideas you have in response to the works. I would strongly encourage you to come to class familiar with the main ideas of each reading, the perspectives and opinions of the author, the important facts from each of the readings, the main arguments/claims/supporting ideas of the author, and points for discussion.

I recognize that you have certain assumptions, beliefs, values, and hopefully passionate ideas about the world. I welcome your views, and I hope you share them with the class often. I also caution you to remember that opinions rooted in personal experience are often not universal truths, so it is important that you ground your claims with ideas from the readings, texts, and other scholarly material.

I challenge you to open yourselves up to other perspectives and to an honest examination of the theories we will study. This class works best if we listen to one another, share our own experiences openly, and struggle to see multiple viewpoints. This class is about opening our minds – not closing them. To diminish another person or group is not only an insult to that person/group but is also a limitation on your own intellectual development and is not part of academic integrity. Non-verbal communication is also very powerful, and I ask each of you to examine how your own gestures or facial expressions may inhibit or encourage other students. The keys to academic integrity in this classroom are those of KU: honesty, trust, fairness, respect, and responsibility (<https://studentaffairs.ku.edu/academic-integrity>).

This material is intellectually challenging. You will have varied skills and experiences with this material. The best part of an upper-division course is that we will be able to work together to understand this material. I see each of you as valuable members and voices in this course, and I will rely on your knowledge, analysis, research, and leadership throughout the semester. Bring in your ideas, relevant articles/websites, and - as always - your questions and ideas.

**Attendance and etiquette:** Attendance is important for this class. In addition to the consistent findings that attendance and performance are positively correlated, I rely upon each of you to be actively engaged in the course. Therefore, I will take attendance daily. Coming to class is as important as going to a job. *If you come to class after attendance is taken, you are considered absent for that day. Early departures will be counted as absences. You must be awake in class to receive credit for attendance.* I also ask that you observe proper etiquette for class behavior and conduct. For example, I ask that you refrain from the use of tobacco products during the class period, that you turn off your cell phones before entering the class, and that you refrain from talking with your classmates privately during class. Each of these behaviors detracts from the course and discussion.

**Title IX and Sexual Assault Services for Survivors on campus and in Lawrence:** Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

**Campus and community resources**

- Sexual Trauma & Abuse Care Center (confidential services) 785-843-8985
- KU Student Health Services (sexual assault nurse examiner available during weekdays) 785-864-9500
- Women's Health Clinic, Watkins Hospital (785) 864-9507
- Headquarters Counseling Center: Crisis hotline, 785-841-2345
- Lawrence Memorial Hospital (sexual assault nurse examiner available 24/7) 785-505-6162
- KU Emily Taylor Center for Women & Gender Equity, 785-864-3552
- KU Counseling and Psychological Services, 785-864-2277
- Willow Domestic Violence Center: Hotline, 785-843-3333; or Adm. Offices 785-331-2034
- KU Office of Institutional Opportunity and Access (IOA) (Title IX Coordinator) at 785-864-6414 or [sexualharassment@ku.edu](mailto:sexualharassment@ku.edu). IOA is the KU office responsible for investigating complaints of sexual harassment, including all forms of sexual violence (rape, sexual assault, domestic violence, dating violence, stalking, etc.). For detailed information visit [sexualharassment.ku.edu](http://sexualharassment.ku.edu) or [ioa.ku.edu](http://ioa.ku.edu).

**The Academic Achievement and Access Center (AAAC)** coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course.

**Academic Integrity, Academic Misconduct and Intellectual Property:** Using the work of another and claiming it as your own is inexcusable and will not be tolerated. If you are found to be using another person's work (that means any form of another persons work), you will automatically receive a grade of "F" for the course. Academic misconduct is a serious offense that could possibly lead to your suspension or expulsion from the University and permanently affect your academic record. All cases of plagiarism and academic misconduct will be reported to the proper University authorities. Please refer to the web resources from the Dean of Students if you have questions (<https://studentaffairs.ku.edu/academic-integrity>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor will employ the latest software and other techniques to detect instances of academic dishonesty. Students caught cheating or plagiarizing will receive a failing grade in the course. In addition, they may be subject to additional university penalties.

Information on avoiding plagiarism can be found at the KU Writing Center in their on-line guides for writers: (<http://www.writing.ku.edu/students/guides.shtml>). Before you begin writing, carefully read Earl Babbie's 10-slide essay on what plagiarism is, why it is such a serious offense, and how to avoid it. Dr. Babbie's slides are available at: <https://www1.chapman.edu/~babbie/plag00.html>

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note:** note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is **not the same** as commercial note-taking and is **not** covered under this policy.

**Problem Resolution:** No special problems are anticipated, but, if they do arise, please see me first. Most conflicts are the result of miscommunication, misunderstanding, and/or confusion that can be resolved by speaking with me. If I am unable to resolve your problem to your satisfaction or if you have other concerns, you can contact Dr. Pam Gordon, Interim Chair of the WGSS or Dr. Don Haider-Markel, Chair of POLS.

### **Writing Center**

I strongly recommend you familiarize yourself with the resources available to you at the KU Writing Center, (<http://www.ku.edu/~writing/>). The Writing Center has several excellent on-line resources such as writing guides, on-line consultations, and individual consultation times. No matter your skill level, there are things here that can help you advance to the next level of successful writing.

## **UNDERGRADUATE GRADING AND ASSIGNMENTS**

### **Undergraduate**

<b>Grading:</b>	Participation	20%
	Essays (25% each, 2 total)	50%
	Final Exam	30%

Your grade at the end of the semester will use the plus/minus system.

### **Assignments:**

Participation: Participation features as an important portion of your grade, and of course you must be present to participate. You will earn your participation grade based on frequent quality participation. Given the seminar nature of this class, I

expect you to participate in every single class. By quality, I mean you must demonstrate that you have read and thought about the material for the day's discussion. Merely debating your classmates for the sake of debating will not substantially add to your grade. Students who participate less frequently but with more substance often earn higher participation grades than those who speak frequently and do not substantially contribute to the class. If discussion slows, I may likely call on you for your input. Asking questions of me and of your classmates counts as valuable participation. Part of participation is also listening – to what others are saying and to what I am saying. If your behavior during class is distracting or inappropriate (this means laughing inappropriately, talking, making noises, writing homework for another class, reading, etc.) your participation grade will suffer. Please be considerate of others, and you may expect consideration from them.

Reaction Papers: You will have 2 take-home essay papers during the semester. The papers should have 1-inch margins, should be double-spaced, and should be between 1200-1500 words. List the word count at the end of the paper. The paper should only involve the materials from the class. These function in place of exams. Papers should be free of writing errors, and your grade will cover the paper as a whole – both your original content and your writing quality. You may rewrite one paper one time during the semester. If you choose to rewrite a paper, it is to be submitted through Blackboard, NO LATER than 4:00 pm May 10. I am happy to read rough drafts of your paper during office hours. Please also consult the writing center for assistance.

Final Exam: This will be a cumulative final exam, and it will include short answer and essay questions. I will provide a study guide. The best way to prepare for this exam is to do all the readings on time, take notes in class and on the readings, and review all these weekly.

## GRADUATE STUDENT GRADING AND ASSIGNMENTS

<b>Grading:</b>	Participation	30%
	Book Presentations/Mini-lectures (2 at 15%)	30%
	Final Project	40%

Your grade at the end of the semester will use the plus/minus system.

### Assignments:

**Participation:** Participation features as an important portion of your grade, and of course you must be present to participate. You will earn your participation grade based on frequent quality participation. Given the seminar nature of this class, I do expect you to participate in every single class. By quality, I mean you must demonstrate that you have read and thought about the material for the day's discussion. Merely debating your classmates for the sake of debating will not substantially add to your grade. Students who participate less frequently but with more substance often earn higher participation grades than those who speak frequently and do not substantially contribute to the class. If discussion slows, I may likely call on you for your input. Asking questions of me and of your classmates counts as valuable participation. Part of participation is also listening – to what others are saying and to what I am saying. If your behavior during class is distracting or inappropriate (this means laughing inappropriately, talking, making noises, writing homework for another class, reading, etc.) your participation grade will suffer. Please be considerate of others, and you may expect consideration from them.

**Book Presentations/Mini-lectures:** You will do two short (15 minutes) presentations during the course of the semester on days that we mutually choose. You have a choice of what you will do for these presentations. First, you may review a recent book in the field of gender and African politics. You should not simply give a broad overview of the book but instead probe into what the book adds to our field, what the key contributions are, and what the shortcomings are. Do not simply go chapter by chapter, summarizing the topics. Instead, think about how to *teach* this book to the class – what is really important about the book – what do they need to know – what is really significant and really grabbed you or changed you. Ideally, you should look for also look for a publication that is seeking reviews, and tailor your time to writing a book review for publication. Often journals will solicit reviews directly from experts in the field, but there are other journals that you can approach directly. The second option is that you can do a mini-lecture – pick a topic you will want to lecture on in your own career – could be research related or a topic that you plan to do in your own future classes. We will plan to tape

this mini-lecture for your teaching portfolio or just for your own reflection on your teaching. We can of course also tape the book presentation too!

**Final Project:** Graduate students may choose a paper option from the below listed options that best fit your professional needs this semester. The length of the paper will depend on your option. {Prof. Akiko Takeyama in WGSS/Anthropology graciously shared this idea from one of her courses to have YOU choose your assignment.}

I need to see a one-page proposal for the option you are choosing at the beginning of class on Tuesday, March 28.

Final Research Papers Due, submitted through Blackboard, NO LATER than 4:00 pm May 10.

- Option 1: Grant Proposal/Draft Dissertation Proposal  
For this option, you will write a research grant proposal that is based in your own research area and linked to the topics of the courses. You should pick a granting agency to which you are likely to apply in the next few years, or you can use this to begin work on your dissertation proposal. You will need to include an introduction, problem statement, literature review, methods, research plan, qualifications/skills, and broader significance.  
  
For this option, you should write a proposal that indicates if you are choosing a grant or dissertation proposal, your research question, the body of literature you plan to engage, and the broader significance of the project. If you are choosing a grant proposal, please attach a copy of the application information.
- Option 2: Revision Paper  
Given the importance of revision to successful writing, you can take this opportunity to revise something you have already written – a paper from a previous class that you want to publish, a paper you have been trying to get published, etc. It should be broadly related to the course content in some fashion. {Thanks to Prof. Akiko Takeyama in WGSS/Anthropology – who also shared this specific paper idea from one of her courses!}  
  
For this option, you will need to include in your proposal for this project what the current piece of writing is, what your goals are for the piece, and your semester plan for the revision. Please attach the current piece of writing to the proposal and any comments it has received thus far.
- Option 3: Research Paper/Dissertation Chapter  
You also have the option of doing an original research paper for this class or developing a new chapter for your dissertation. The length of the paper should be reflective of the assignment – approximately 10,000 words exclusive of title page and abstract, endnotes, references, table, or other supporting materials. Given the accelerated format of this course, this may be the most challenge paper option. This option involves original research and is not something you have developed previously.  
  
For this option, you should develop a research proposal that explains your topic/argument/intellectual question, the relevant field of literature, and methodological plan for the paper.
- I am open to other options. Please meet with me before the proposal deadline.

## TOPICS AND ASSIGNMENTS

**Tentative Dates: Subject to change.**

March 14      **Introductions and development of rubrics**

**Setting the stage - post-genocide Rwanda**

Viewing and discussion of *God Sleeps in Rwanda*

– a challenging film with difficult topics of genocide and genocidal rape

- March 16      **Colonization and Women's Movements, Struggles for Liberation, and Contentious Politics**
- Tripp et al.:** Historic Influences on Contemporary Women's Movements, Chapter 2
- Tripp et al.:** The Rise of the New Women's Movements, Chpt. 3
- Tripp et al.:** The Challenge of New Women's Movements, Chpt. 4
- Blackboard:** Judith Van Allen. (1972). "Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women." *Canadian Journal of African Studies*. pp. 165-181.
- Blackboard:** Caroline Ifeka-Moller, "Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women." A Reply to Judith Van Allen." *Canadian Journal of African Studies*. Vol. 7, No. 2 (1973), pp. 317-318.
- March 17-19      Spring Break
- March 28      **Traditional Leadership in Transition**
- Guest Visitor: Taylor Price, Ph.D. Grinnell University**
- Blackboard: Taylor Price Article in Progress**
- Blackboard:** Gretchen Bauer, "'What's Wrong with a Woman Being Chief?' Women Chiefs and Symbolic and Substantive Representation in Botswana." *Journal of Asian and African Studies*.
- Blackboard:** LiPuma, Edward, and Thomas Koelble. 2009. "Deliberative democracy and the politics of Traditional leadership in South Africa: A case of despotic domination or democratic Deliberation?" *Journal of Contemporary African Studies* 27(2): 201-223.
- Blackboard:** Logan, Carolyn. 2009. "Selected chiefs, elected councilors and hybrid democrats: popular Perspectives on the co-existence of democracy and traditional authority." *Journal of Modern African Studies* 47(1): 101-128.
- March 30      **Impact of Colonial Systems on Gender Roles**
- Discussion of Tsitsi Dangaremba's *Nervous Conditions*. Read the entire book.
- March 31      **KASC Graduate Student African Research Workshop, 9:30-4:00 (lunch break 12-1). Divine Nine Room, Kansa Union**
- REQUIRED:** In place of class on April 6, all students – undergrad and grad - are required to go to at least one session of this day. If your schedule does not allow you to attend, please let me know and we will find an alternative activity. I will send information on the final schedule of the workshop when it is available.
- March 31      **International Jobs Panel – jointly held by Area Studies Programs.**  
10-12, 318 Bailey Hall  
Not required, just letting you know about this opportunity

April 4

**Gender, Conflict, and Peace**

In class: *Pray the Devil Back to Hell*

**Blackboard:** Meredith Turshen, "The Political Economy of Violence against Women during Armed Conflict in Uganda." *Social Research*. 67.3: 803.

**Blackboard:** Shikola, "We Left our Shoes Behind." From *What Women Do in Wartime: Gender and Conflict in Africa*.

**Tripp et al.:** "Women's Movements Negotiating Peace." Chpt. 8.

**Blackboard:** Ruthie Ackerman. (2009). "Rebuilding Liberia, One Brick at a Time." *World Policy Journal*. Pp. 83-92.

April 6

Undergraduates: Paper 1 due by 5:00pm on April 7, Friday, through Blackboard. This is a due by date. No late papers. You can submit early, but not late.

No class - See March 31 information on KASC Research Workshop

April 11

**Rural Women's Movements and Contentious Politics**

**Ngcobo:** *And They Didn't Die*. First half.

April 13

**Rural Women's Movements and Contentious Politics**

**Ngcobo:** *And They Didn't Die*. Second half and afterword.

In Class: Documentary on TRC: Facing the Truth - Bill Moyers

April 18

**Reconciliation and Re-configuring Gender Post-Conflict**

**Blackboard:** Lyn Graybill. (2004). "Pardon, punishment, and amnesia: Three African Post-conflict Methods." *Third World Quarterly*. Sep, Vol. 25 Issue 6, p1117, 14p

**Blackboard:** Antjie Krog. (2001). "Locked into Loss and Silence: Testimonies of Gender & Violence at the South African Truth Commission." In *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*. Eds. Caroline O.N. Moser and Fiona C. Clark. New York: Zed Books. Pp. 203-217.

**Blackboard:** Helen Scanlon. (2008). "Militarization, Gender, and Transitional Justice in Africa." *Feminist Africa*. Issue 10.

**Blackboard:** Valerie Oosterveld. "The Special Court for Sierra Leone's Consideration of Gender-based Violence: Contributing to Transitional Justice?" *Human Rights Review*. (2009). 10:73-98.

**Blackboard:** Yaliwe Clarke. (2008). "Security Sector Reform in Africa: A Lost Opportunity to Deconstruct Militarised Masculinities?" *Feminist Africa*. Issue 10.

April 20

### **Political Representation**

**Tripp et al.:** “Women’s Movements and Constitutional and Legislative Challenges.” Chpt. 5.

**Tripp et al.:** “In Pursuit of Equal Political Representation.” Chpt. 6.

**Blackboard:** Gretchen Bauer and Hannah E. Britton, "Women and African Parliaments: A Continental Shift?" In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 1-30.

**Blackboard:** Shireen Hassim, "The Virtuous Circle of Representation: Women in African Parliaments." In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 133-150.

**Blackboard:** Gretchen Bauer & Faith Okpotor. (2013). “‘Her Excellency’: An Exploratory Overview of Women Cabinet Ministers in Africa.” *Africa Today*. 60(1): 76-97.

**Blackboard:** Interview with Ellen Johnson-Sirleaf, in the *New African*, October 2009.

April 20

### **2<sup>nd</sup> Annual KU African Languages Festival**

5-7 pm, The Commons, Spooner Hall

The festival highlights KU students studying African languages (Arabic, Haitian Creole, Kiswahili, and Wolof) as they showcase what they have learned through poetry, music, skits, and more. We hope that you will join us for a fun language learning celebration. Light refreshments will be provided. This is not required but is a GREAT event, so please try to attend.

April 25

### **Political Representation - Women and the Courts**

**Skype with Scholar Josephine Dawuni, Ph.D. Howard University – 11:15**

Film: Sisters in Law

**Blackboard:** Josephine Dawuni and Alice Kang. (2015). “Her Ladyship Chief Justice: The Rise of Female Leaders in the Judiciary in Africa.” *Africa Today*. 62(2): 45-69.

**Blackboard:** Josephine Dawuni. (2016). “To ‘Mother’ or not to ‘Mother’: The Representative Roles of Women Judges in Ghana.” *Journal of African Law*. 60 (3): 419-440.

**Blackboard:** Klibi, Salsabil. (2016). “Tunisia: A New Constitution and More Women Judges.” In *Gender and the Judiciary in Africa: From Obscurity to Parity*, eds. Gretchen Bauer and Josephine Dawuni. Pp. 80-92.

**Blackboard:** Hamad, Mahmoud. (2016). “Egypt: The Lingering Battle for Female Judgeship.” In *Gender and the Judiciary in Africa: From Obscurity to Parity*, eds. Gretchen Bauer and Josephine Dawuni. Pp. 16-32.

**Blackboard:** Ibrahim, Hauwa. (2016). “Nigeria: Women Judges Enhancing the Judiciary.” In *Gender and the Judiciary in Africa: From Obscurity to Parity*, eds. Gretchen Bauer and Josephine Dawuni. Pp. 67-79.

April 26

### **Ujamaa Food For Thought: Badges of Identity and Agents of Change**

12-1, 318 Bailey Hall

Maria Velasco, Associate Professor, KU Dept. of Visual Arts



Moroccan patterns generate dialogue about past and present societal norms. Professor Maria Velasco discusses two art projects produced during a month-long residency in Tetouan, Morocco.

This is not required but is a GREAT event, so please try to attend.

April 27

**Undergraduates:** Paper 2 due by 5:00pm on April 28, Friday, through Blackboard. This is a due by date. No late papers. You can submit early, but not late.

**Spenser Art Museum – Meet in the Spenser Art Museum**

Gender and African Politics in Art

**Guest Scholar: Elene Cloete, Department of Anthropology, KU – 12:45**

**Blackboard:** Elene Cloete. Article in Progress.

**Blackboard:** Thokozani Xaba, "Masculinity and its Malcontents: The Confrontation between 'Struggle Masculinity' and 'Post-Struggle Masculinity' (1990-1997)." In Robert Morrell's *Changing Men in Southern Africa*.

April 28

**International Internships Panel** – jointly held by Area Studies Programs.  
10-12

Not required, just letting you know about this opportunity

May 2

**LGBT Social Movements**

**Currier:** *Out in Africa: LGBT Organizing in Namibia and South Africa*. Introduction and Chapters 1-2.

Class Evaluations

May 4

**Skype with Scholar Ashley Currier, Ph.D. University of Cincinnati – 11:15**

**LGBT Social Movements**

**Currier:** *Out in Africa: LGBT Organizing in Namibia and South Africa*. Chapters 3-4 and Conclusion.

Review for final

May 8

**Final Exam Period** - 10:30 a.m. - 1:00 p.m. – Let us all triple check this against your other classes...

May 11

**Undergraduates:** Paper Rewrite, submitted through Blackboard, NO LATER than 4:00 pm  
This is a due by date. No late papers. You can submit early, but not late.

**Graduate Students:** Final Research Papers Due, through Blackboard, NO LATER than 4:00 pm  
This is a due by date. No late papers. You can submit early, but not late.