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## **Faculty-Led Study Abroad Program Proposal Form 2018-19 for the Global Education Approval Committee (GEAC)**

Submit the following proposal form including department and college verification and approval to the Global Education Approval Committee by the following deadlines:

### **Summer & Fall programs**

no later than October 15 prior to program start date

### **Winter & Spring programs**

no later than March 15 prior to program start date

If needing to bill and collect program fees from students, a study abroad local fund is required for each program every time the program is offered. The Controller's Office will assign fund numbers following GEAC approval. Approved programs will receive a guidance packet including resources as to next steps and a required pre-departure checklist that must be finalized 30 days in advance of program start.

Program Title

Service, Leadership, and Africana Studies in Ghana

## Program Location(s)

Tamale, Accra, Cape Coast, Ghana, West Africa

## Program Term/Dates

May 28 -July 7, 2019

## Program Leader Information

Provide program leader's details.

### Name

Kwame Harrison

### Department/College

Sociology, College of Liberal Arts and Human Sciences

### Email

anharri5@vt.edu

### Phone

540-231-4519

## Relevant experience

Kwame Harrison is an Associate Professor of Sociology and Africana Studies in the College of Liberal Arts and Human Sciences. He holds a Ph.D. in cultural anthropology from the Maxwell School of Citizenship and Public Affairs at Syracuse University. Kwame is an award-winning teacher who has previously taught "Introduction to Social Anthropology" and "Introduction to Africana Studies." "Africana Anthropology" will combine elements of both courses. Kwame has years of experience in Ghana, he was born there, his family has a house there, and he has a deep network of in-country connections. Kwame has experience leading students and teaching abroad as he led the program in 2017.

## Program Co-Leader Information

Provide details for the program's co-leader, if applicable.

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Name

Department/College

Email

Phone

Relevant experience

## Program Support Contacts & Providers

Provide details on individuals and entities supporting the program.

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Provide information for any individuals/entities who will be assisting the program leader on this program.

Brett Shadle (teaching the one credit hour spring pre-departure course, but not traveling with the summer session I program/course). Brett Shadle is Associate Professor of History, core faculty in the Alliance for Social, Political, Ethical, and Cultural Thought (ASPECT) and affiliate of Women and Gender Studies, Africana Studies, Center for Peace Studies and Violence Prevention. Brett is also originator and coordinator of Virginia Tech Africa Coalition. Brett led students in 2012 and 2013 on a service-learning program at Kakuma refugee camp in Kenya and will apply this expertise in the delivery of the pre-departure course. Ozzie Abaye and Kang Xia will provide an academic lens to the fieldwork students will conduct with Saha Global in Tamale (but not travel with the program). will be teaching and assessing the three credit hour course component associated with the three weeks in Tamale with non-profit Saha Global. Kang and Ozzie teach courses on Water Quality, Monitoring and Analysis of the Environment, Environmental Soil and Water Chemistry, World Crops and Cropping Systems. Both have been involved in Capacity Building for Agricultural Education and Research Project (CBAER) through USAID in West Africa and worked with Virginia Cooperative Extension in communities in throughout VA. VT Global Education Office, Faculty Support Associate GEO will offer administrative support to the program for finances, logistics, contracts, recruitment, student application and admission, pre-departure , etc.

List any individuals/entities who will provide in-country support and indicate what support they will provide.

SAHA Global <http://sahaglobal.org/> Non-profit US organization operating in Ghana. Saha Global trains women in rural communities to solve their village's need for clean water by providing business opportunities. Students will join Saha Global's Global Leadership Program as field representatives. Saha Global's team will be responsible for all program logistics and coordination during students time in Tamale. Contact Information Kate Cincotta , Saha Global co-founder and Executive Director [kate@sahaglobal.org](mailto:kate@sahaglobal.org) 508.561.8900 / Ghana +233.20.565.4407 Centre for International Education at University of Cape Coast <https://cie.ucc.edu.gh/> UCC's CIE was established in 1994 under a USAID-sponsored five-year program to promote, support and co-ordinate all facets of international education activities at the University. Since they've linked to higher education instructions in the USA, China, UK, Sweden, Germany, Liberia, Nigeria and Senegal, among others. The Centre offers specialized support services for inbound and outbound students and staff on issues including, but not exclusive to, orientation, admission, enrollment, accommodation, pastoral care, pre-departure briefings and post-return debriefings for inbound and outbound exchange students and staff. CIE has worked with VT on a customized summer program to host students and will be responsible for the program logistics and coordination at Cape Coast. Contact Information: Alfred Ghartey [aghartey@ucc.edu.gh](mailto:aghartey@ucc.edu.gh) Centre for International Education No. 9 Odamten Road

## College or Department's Fiscal Officer

Name

Shannon Dove

Email

scdove@vt.edu

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Phone

540 231 5888

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What is the Organization Code of your college/department? (i.e. 035000)

0355000

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If needing to bill and collect program fees from students, a new study abroad local fund is required for each program every time the program is offered. What was the local fund number used when this program was last offered? (If applicable)

654824

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Are you requesting a study abroad local fund # for this program?

Yes

No

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## **Program Questionnaire**

Provide a complete, succinct program description. This description should include the following information:

### **1. Programmatic purpose and content—**

- What is the core educational purpose of the program?
- What student populations are served?
- To what majors/degrees and minors is program content is applicable? What Pathways or Destination Area requirements will it fulfill?
- If there are similar programs available on campus or abroad, how is this program distinct and what is its added value?
- How does/do the selected site(s) add relevance or value to the programmatic objectives and targeted skills?
- What advising resources are available to students to help them determine if the program will serve their educational goals?
- Outline the program's recruitment strategy to reach the students who could benefit from it, including efforts to attract diverse populations.

### **2. Student preparation and experience—**

- Outline how students will be prepared prior to departure. (It is recommended that this information be included in the syllabus.)
- What introduction and orientation to the new environment will students receive once on site? (It is recommended that this information be included in the syllabus.)
- Describe the students' engagement with the host culture as it aligns with the program's goals. What intentional activities will students be encouraged to engage in with the host culture?

### **3. Eligibility, application, and selection—**

- What are the eligibility requirements for this program and what is the rationale behind them?
- Outline the application requirements of the program [e.g., statement of purpose, (un)official transcript, letter(s) of recommendation, resume or CV, portfolio, interview, special such as SCUBA cert., other].
- Describe the selection process: indicate who will select participants and whether any applicant qualifications will be prioritized over others.

- How will eligibility requirements, application process, and selection criteria be communicated to students?

#### 4. Practical matters—

- What are the plans for student lodging?
- What are the student meal arrangements for the program? Are all meals included in the program fee? If not, are economical nutritious meal options available to students?. (Estimated costs of meals not covered by the program fee should be shown on the tentative budget.)
- What are the in-country transportation arrangements for the program?
- Are there any extraordinary health, safety, or security risks of concern in the program's location(s)? If so, what measures will be taken to eliminate or mitigate these risks?
- Is a visa required for the program's leader(s) or participants? If visas are required, what is the time frame for applying for and receiving them?
- What is the minimum number of participants for the program to run, based on the budget and the projected tuition revenue/faculty compensation by the department?
- If applicable, what is the maximum number of participants that the program can accommodate?

Ghana Program Description - GEAC Proposal.pdf

**0.8 MB**

application/pdf

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## Course Syllabi

In addition to the standard required elements of a Virginia Tech syllabus, each faculty-led program syllabus should include the following:

- The number of contact hours and number of credits for the course
  - A description of how the student workload and activities translate into the number of credits earned
  - Specific learning objectives, including those for experiential learning components
  - The course assessment mechanisms and grading system, as they relate to both academic and experiential learning outcomes
  - A statement of student behavior expectations, both personal and academic, including a clear, fair, and ethical policy regarding consequences of conduct violations
  - A description of global skills that students are expected to develop (e.g., language, intercultural competence skills) and how these will be assessed
  - Post-program requirements that support students in culminating learning and synthesizing their study abroad experience, and how these will be assessed
  - The provision on site over the duration of the program of multiple and various opportunities to facilitate students' reflection on their experience of the host culture
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Upload a syllabus for each course.

HIST 3954, AFS 1814, ALS CSES 3954 Ghana Syllabi.pdf

**0.4 MB**

application/pdf

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## Tentative Itinerary

Provide a tentative program itinerary indicating locations and, to the extent known, course and co-curricular activities for each day in the program's date range.

Ghana 2019 Itinerary.pdf

**0.6 MB**

application/pdf

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## Preliminary Budget

Provide a preliminary budget with cost estimates that cover all program elements (including estimates of any out-of-pocket student expenses such as air travel, meals not provided, immunizations, etc.)

Ghana Budget\_Summer\_2019.xls

**94.7 KB**

application/vnd.ms-excel

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## Program Leader Acknowledgements

Provide acknowledgement of all of the following:

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I acknowledge and accept that attendance at GEO Faculty Leader Training every two years is required per [University Travel Policy 1070](#).

Yes

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I acknowledge and accept that student program applications must be administered through GEO's enrollment management software (Terra Dotta) per University Travel Policy 1070.

Yes

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I understand that a minimum ratio of one responsible adult per 15 student participants is required on all VT programs per University Travel Policy 1070.

Yes

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I understand that for undergraduate applicants, the Undergraduate Honors and Student Conduct Records Release Waiver is a required application material. I will review the results of the records release before making program acceptance decisions.

Yes

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I acknowledge that a contract approved by Virginia Tech's Office of Legal Counsel is required when using a service provider or vendor for program services.

Yes

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I agree to facilitate completion of the GEO survey at the close of the program.

Yes

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I agree to submit a final program report to the GEO.

Yes

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Signature

Anthony  
Kwame  
Harrison

✕

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**Service, Leadership, and Africana Studies in Ghana**  
Tamale, Accra, Cape Coast, Ghana, West Africa  
May 28 -July 7, 2019

**Program Questionnaire**

Provide a complete, succinct program description. This description should include the following information:

**1. Programmatic purpose and content—**

- **What is the core educational purpose of the program?**

*Service, Leadership, and Africana Studies in Ghana is an experiential program that is cross-disciplinary in nature. Students spend three weeks in the city of Tamale in northern Ghana, working with Saha Global, a NGO that works with women in rural areas to set up small businesses in low-tech water purification. At the end of these three weeks, students transition south to Cape Coast for the remainder of the program where they will explore Africana Studies and complete a course entitled: "Africana Anthropology: The politics of race and culture in the Africana world" with faculty from Virginia Tech and the University of the Cape Coast (UCC) that will touch on African culture, music, history, literature, traditions, and more. The lectures will bring the various topics to life not only in the classroom, but also through visits to relevant cultural sites.*

*Cape Coast provides a critical framework for understanding and reflecting on how the African continent came to destination for development oriented projects. Through the lenses of anthropology (which uses culture as its orienting concept) and Africa Studies (which focuses on the concept of race) students will be introduced to basic information and critical perspectives necessary to reflect on their involvement, as Americans, in a service-oriented study abroad experience in Ghana. Through lectures with UCC faculty, students will have a deeper appreciation for the forces that have shaped contemporary Ghana, and come to a deeper understanding of the lives of people in northern Ghana.*

- **What student populations are served?**

*The course will draw students from areas such as: Africana Studies, Anthropology, Sociology, History, Race, Gender Studies/Development, International Studies, Ghanaian Culture, Foodways, Music, Ghanaian Writers and Oral Tradition, Agriculture and Life Science, Food security, Public Health, Geography, Sustainability, Biological Systems Engineering, Water Resource Management.*

- **To what majors/degrees and minors is program content is applicable? What Pathways or Destination Area requirements will it fulfill?**

*Key majors include: Africana Studies, Sociology, History, Gender Studies/Development, International Studies, Public Health, Biological Systems Engineering, Geography.*

*The course complement ties into the Pathways Global Food Security and Health Minor with ALS/CSES 3954 Study Abroad or ALS 4994 Undergraduate Research. The Global Food Security and Health minor is an interdisciplinary program that explores the biophysical, technological, and institutional drives*

*that contribute to global food security and population health. The minor also provides students with directed, internationally-oriented experiential learning opportunities such as study abroad.*

*AFS 1714 Introduction to African American Studies is an approved Pathways course meeting CLE area 2, Pathways Concept 3 & 7, and Integrative Concept 11.*

*The program also fulfills Pathways core concepts for discourse, critical thinking in the humanities, critical analysis of identity and equity in the United States, and the integrative concepts of ethical reasoning and intercultural and global awareness.*

*In terms of Destination Areas, the program integrates with Global Systems Science as it fosters transdisciplinary study related to the dynamic interplay between natural and social systems. The field experience with Saha Global allows students to discover creative solutions to critical social problems emergent from human activity and environmental change, most noticeably in terms of access to clean water. Through that experience and the humanities exploration of Africana Anthropology, students will have the cultural understanding and historical knowledge of Ghana in addition to embracing equity in the human condition for those who lack access to safe drinking water. Students will also be confronted with critiques of service learning to analyze western volunteerism in Africa and ideas of development.*

- **If there are similar programs available on campus or abroad, how is this program distinct and what is its added value?**

*There are no other programs that combine these disciplines and area of studies offered on Virginia Tech's home campus(es). What makes this program distinct is the collaboration with both an NGO, Saha Global, the educational institution, University of Cape Coast, with a specifically designed lecture series co-constructed with faculty to present this subject matter through a Ghanaian lens. These courses would not be the same offered in Blacksburg, and are truly integrated into the host-country context and site.*

*The home department of Sociology is planning to also offer a Women and Gender Studies program in India for the coming academic year; however, this is the only Africana Studies VT course offered abroad. In terms of ALS or CSES, students have other options to explore similar themes including crops and cropping systems in Australia, food security/water issues in South Africa, and environmental science/public health in both Ecuador and Peru. The Saha field experience closely relates to Dr. Hall's Experience WASH (Water, Sanitation and Hygiene) in Malawi program, but this program adds a strong focus on history and anthropology intertwining science and the humanities.*

*Currently, this is Virginia Tech's only faculty-led program to Ghana although the college has offered a Francophone studies summer program for a number of years in another West Africa country, Senegal.*

- **How does/do the selected site(s) add relevance or value to the programmatic objectives and targeted skills?**

*Students will spend part of their time immersed in local village community in northern Ghana where they will work in multicultural teams comprised of VT students, a Saha Field Representative, a translator, and local Ghanaians who work closely with village leaders and villagers in implementing*

*clean drinking water solutions where they will be continually guided by VT faculty in their reflection of: the state of Ghanaian water and world water; level of education about water quality and quantity; how local, regional, and global forces help to shape the lives of residents of rural Ghana; the role of NGOs and their own roles as outsiders. Following the immersive, field context, students will spend equal time in a more formal learning space hosted at a Ghanaian University with a lecture/seminar series on African culture, music, history, literature, traditions, and more. Working in teams in rural villages to implement water solutions in Tamale, cultural sites added as co-curricular learning spaces in Accra and Cape Coast, in addition to the seminar series from local professors and practitioners and VT program leader, is specifically designed to enhance the program goals and develop the following targeted skills:*

- *intercultural skills*
  - *(The ability to understand and respect different cultural contexts and viewpoints. Includes an openness to new ideas and ways of thinking.)*
- *interpersonal skills*
  - *(Having a positive attitude to get along with others that includes social awareness, the ability to listen, and display good etiquette.)*
- *flexibility & adaptability*
  - *(The ability to adjust one's own behavior to changing circumstances and to work in ambiguous environments. This skill includes the ability to learn and be teachable.)*
- *problem-solving*
  - *(The ability to identify work-related problems; analyze problems in a systematic but timely manner; draw correct and realistic conclusions based on data and information; and accurately assess root cause before moving to solutions.)*
- *teamwork*
  - *(The ability to collaborate with a diverse team, work within a team structure, and negotiate and manage conflict.)*

*Some Co-curricular visits that demonstrate site specificity include:*

- *W.E.B. Dubois Center Accra - The W.E.B. Dubois Center is the former home and final resting place of American-born socialist, author, and civil rights activist, W.E.B. Dubois and provides an interesting point of comparison with American civil rights.*
- *Kakum National Park- Home to the central region of Ghana's rainforest, Kakum National Park with a guided walk discovering trees and plants, their cultural and ethnic uses, economic values and local stories that connect to water and conservation issues.*
- *Elmina Castle - Built in 1482 by Portuguese traders, Elmina Castle was the first European slave-trading post in all of sub-Saharan Africa and provides a historic site to unpack race and the major social/cultural forces that shaped the asymmetrical relations between Africa and 'the West'*

- *Nzulezu - One of the few ancient settlements on stilts and platforms left in the world to further examine a preserved wealth of local cultural traditions connected with the lake as a water source.*
- **What advising resources are available to students to help them determine if the program will serve their educational goals?**

*Key lines about the program and its integration into the curriculum will be shared with academic advisers within CLAHS and CALS:*

- *Sociology – Brenda Husser*
- *History – Heather Gumbert*
- *International Studies – Phoebe Peterson Jennifer Hanratty*
- *Agriculture and Life Sciences - Susan Sumner*

*In addition, the program leader works closely with the GEO staff and peer advisers to build awareness and support for study abroad advising. The program leader and the multiple faculty involved also will serve as mentors or advisers to help students align educational goals.*

- **Outline the program’s recruitment strategy to reach the students who could benefit from it, including efforts to attract diverse populations.**

*By the transdisciplinary nature of the program, recruitment efforts will be geared toward multiple departments and colleges, most specifically focused within CLAHS and CALS in order to reach a diverse range of majors.*

*Africa as a destination of study is likely to resonate with students of color. As such, the program faculty will work closely with VT’s Cultural and Community Centers, especially the Black Cultural Center to reach student populations who are underrepresented in study abroad.*

*The program’s design is such to help students be eligible and competitive for the [Gilman International Scholarship](#) which presents Pell grant recipients who often have high need or are first generation college students with funding to study abroad. Advising will occur in concert with GEO for national scholarship awards and opportunities.*

*The program intends to have representation at the university-wide study abroad fair and college-specific fairs. A program page with program details will be updated on GEO’s website for full transparency and will include opportunities for students to attend info sessions to learn more. The program will be announced in fall classes and there will be a mix of in-person as well as online marketing tactics used to reach students.*

## **2. Student preparation and experience—**

- **Outline how students will be prepared prior to departure. (It is recommended that this information be included in the syllabus.)**

*In preparation for the program, students are required to enroll in one credit hour of HIST 3954 in the spring prior to summer travel taught by Dr. Brett Shadle, Professor of History. See syllabus for more information.*

There will also be three pre-departure sessions to address the following topics:

- *Important procedures for study abroad: registration, financial aid, student requirements, etc.*
  - *Programmatic and pragmatic content (passport & visa, flights, financial matters, immunizations, itinerary, travel considerations)*
  - *Program expectations (course and behavioral) and how to make the most out of your experience*
  - *Goals and skills development*
  - *Cross-cultural sensitivity and understanding*
  - *Identity, bias and intercultural empathy*
  - *Staying healthy, safe, and secure while abroad*
  - *Country-specific information*
- **What introduction and orientation to the new environment will students receive once on site? (It is recommended that this information be included in the syllabus.)**

*While on-site, students will receive an arrival orientation in both Tamale and Cape Coast led by the host organizations, Saha Global and UCC with input and guidance from Virginia Tech. On-site orientation will largely focus on health, safety and security topics with the addition of a communications plan and emergency response protocol. On-site orientation will also include community and cultural information and further details on housing and food, transportation, banking, etc.*

- **Describe the students’ engagement with the host culture as it aligns with the program’s goals. What intentional activities will students be encouraged to engage in with the host culture?**

As a part of the Saha experience, students will have day-to-day interactions with locals, including Dagbani language exposure and need to go to the market to acquire supplies. They will be assigned teams and will be guided under the direction of a local field rep and translator. Here’s an overview of a typical day:

A day in the life of a Saha Field Rep	
5:00am	Wake-up and get ready for the day!
5:30am	Breakfast at guesthouse
6:00am	Transport to the village with your team (including a local field rep) and translator
7:30am	Arrive at the village –education and training of community women on how to use alum to treat the water
1:00pm - 3:30pm	Return to the guesthouse and have lunch
3:30pm	Head into the market and interact/bargain with locals to grab supplies for the next day
5:30pm	Debrief with your program leader and other teams to discuss your day, plan for the following day, troubleshoot and reflect on the project and lessons learned/takeaways



6:30pm	Dinner at guesthouse
7:30pm	Hang out with other Field reps on the program
9:00pm	Bed! You are exhausted from your day in the field with all that hot sun and need to get prepared for next day early day up

UCC will include a series delivered by local lecturers including activities and co-curricular site visits to engage students in local culture, history, and traditions.

DATE	EVENT/ACTIVITY DESCRIPTION	LOCATION	TRANSPORTATION
May 28	Arrive in Accra	Accra	Saha Global
May 29	Bus transport to Northern Region	On the bus	Saha Global
May 30	Start of the program with Saha Global, upon arrival orientation and introduction to the site and guesthouse  Students participate in teams conducting daily water quality education/training	Northern Region, Tamale	Saha Global
June 14	Last day with Saha, wrap-up and conclusion of program part 1	Tamale	Saha Global
June 15 Friday	<b>Eid ul-Fitr holiday – Free time</b>	National Public Holiday of Ghana	National Public Holiday of Ghana
June 16	Travel from Tamale to Accra	On the bus	Saha Global
June 17	Tour: W.E.B. Dubois Centre and travel to Cape Coast	Accra/Cape Coast	University of Cape Coast
June 18-23	Orientation and Tour of Campus (Morning)  Lectures and activities led by VT faculty leader, Kwame Harrison	CIE/UCC	
June 25	<b>Class:</b> History of Ghana/West Africa: Pre-Colonial to Post-Colonial Period by <b>Dr. Yayoh</b>	CIE/UCC	University of Cape Coast
June 26	<b>Class:</b> Ethnic Groups and Ethnicity in Ghana by <b>Dr. Alex Wilson</b>	CIE/UCC	University of Cape Coast
June 27	<b>Tour:</b> Kakum National Park and Lunch at Hans Cottage Botel	Cape Coast	University of Cape Coast

June 28	<b>Free time</b>		
June 29	<b>Class:</b> Traditional and Contemporary Ghanaian Music by <b>Dr. Amlor</b>  <b>Co-curricular visit/tour:</b> Cape Coast Castle	CIE/UCC	University of Cape Coast
June 2	<b>Class:</b> Oral Literature and Post-Colonial Ghanaian Written Literature by <b>Mr. Alidza</b>  <b>Co-curricular visit/tour:</b> Elmina Slave Castle	CIE/UCC	University of Cape Coast
June 27	<b>Class:</b> Media Studies (Print, Online, TV, Film) by <b>Dr. Nanbigni</b>  <b>Class:</b> Traditional Religion and African Philosophy by <b>Dr. Alex Wilson</b>	CIE/UCC	University of Cape Coast
June 28	<b>Class:</b> Development Issues from Anthropology or Political Science Perspectives in Ghana by Frimpong-Nnuroh	CIE/UCC	University of Cape Coast
June 29-30	Overnight trip to Kumasi	CIE/UCC	University of Cape Coast
July 1 Sunday	<b>Republic Day Holiday – Free day</b>	National Public Holiday of Ghana	National Public Holiday of Ghana
July 2	Return to Cape Coast	CIE/UCC	University of Cape Coast
July 3	<b>Class:</b> African and World Politics by <b>Dr. Yayoh</b>  <b>Class:</b> The Ghanaian in the Diaspora by <b>Dr. Yayoh</b>	CIE/UCC	University of Cape Coast
July 4	<b>Class:</b> By Faculty from Non-Governmental Studies and Community Development	CIE/UCC	University of Cape Coast
July 5	<b>Tour:</b> Nzulezu, the village on Stilts		University of Cape Coast
July 6	Last day at Cape Coast  Wrap-up and reflection	Cape Coast	University of Cape Coast

July 7	Travel from Cape Coast to the Airport	Accra	University of Cape Coast
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### 3. Eligibility, application, and selection—

- **What are the eligibility requirements for this program and what is the rationale behind them?**

*Open to all majors with a preference to upper class students or those with demonstrated maturity. Students must have a minimum GPA of 2.5 and maintain good academic standing. Must complete HIST 3954 in the spring prior as the required program pre-requisite, pre-departure course.*

- **Outline the application requirements of the program [e.g., statement of purpose, (un)official transcript, letter(s) of recommendation, resume or CV, portfolio, interview, special such as SCUBA cert., other].**

*The application will primarily be comprised of an application questionnaire including essay-based questions to gauge a student's fit and dedication to key aspects of the program. Application will be followed by an interview.*

*Students must demonstrate the ability to be an effective member of the Saha Field Representative team while in rural Ghana which includes the following characteristics: passionate about social innovation and sustainable development, take initiative, give and absorb constructive feedback, take pride in their work and have a strong work ethic, approach problems with patience, dedicate themselves to constant improvement, help others to excel, are open to new experiences, possess the highest personal integrity, and approach projects with professionalism.*

- **Describe the selection process: indicate who will select participants and whether any applicant qualifications will be prioritized over others.**

*The three/four faculty involved in teaching courses related to the program will be involved in selecting applications. Those applicants will then be nominated and undergo Saha Global's Field Representative application screening which includes an interview with the Saha Summer Program Coordinator.*

*Students who meet all eligibility requirements, and submit essay responses that demonstrate the above-mentioned characteristics will be prioritized.*

- **How will eligibility requirements, application process, and selection criteria be communicated to students?**

*Eligibility requirements, application process, and selection criteria will be clearly defined on the program's page hosted on GEO's website. Students will have access to the information prior to starting an application.*

### 4. Practical matters—

- **What are the plans for student lodging?**

- **What are the student meal arrangements for the program? Are all meals included in the program fee? If not, are economical nutritious meal options available to students?. (Estimated costs of meals not covered by the program fee should be shown on the tentative budget.)**
- **What are the in-country transportation arrangements for the program?**
- **Are there any extraordinary health, safety, or security risks of concern in the program's location(s)? If so, what measures will be taken to eliminate or mitigate these risks?**
- **Is a visa required for the program's leader(s) or participants? If visas are required, what is the time frame for applying for and receiving them?**

*For Tamale, students will stay at the GILLBT Guesthouse which is located in a quiet, residential area (School of Hygiene Junction, Bolga Road Tamale N/R, Phone: 0233 3720 22143) and in Accra they will stay at Pink Hostel (5th Crescent Asylum Down Accra, Mobile Phone: 0205654407). The guest house/hostels offer comfortable lodging and include Wi-Fi and other services. The GILLBT Guest House in Tamale will provide three meals a day for students during their stay that are safely and well prepared. Most meals will be rice, chicken or beef. Students with dietary restrictions should provide that information in advance for accommodation. Students are welcome to explore local restaurant at there own expense, if preferred.*



*At Cape Coast, students will stay in dorms on campus. The dorms will be the same as those used by local African students and are minimally furnished. Wi-Fi is available on campus. Students will have breakfast and lunch provided at the UCC cafeteria. Past participants noted the desire to have variety and so dinners in Cape Coast are excluded from the program fee. Students can eat at a range of local restaurants and should be prepared to cover the cost out of pocket at an estimate of \$10-15/day depending on personal preference.*

*Saha Global will arrange transport by bus from Accra to Tamale. Day-to-day field visits are arrange by Saha and are taxi based. A UCC van will pick students up in Accra and transport them to the coast. Transport will be provided for program activities at UCC with campus vans.*

*There are no extraordinary health and safety concerns. Students will spend time in rural Ghana and so participants should be well-attuned with the expectation that the living conditions and program demands are that of a developing country (which will be iterated in the program admission interview, resources and information provided in the pre-departure course and orientation sessions*

*as well as on-site). Students are required to have received (and show documentation for) a Yellow Fever vaccination. Anti-malarial medication is advised so reviewing CDC guidance and health-related preparation is necessary. Ghana's US Department of State travel advisory is that of exercising normal precautions with specific note to crime (street crime and cybersecurity issues). Students will be advised about crime and security at multiple stages and be required to operate under the buddy system anytime they are exploring the local town outside of the Tamale guest house or UCC campus. 24/7 support from those with local expertise is in place in all locations.*

*Yes, a single entry visa is required: [www.ghanaembassy.org](http://www.ghanaembassy.org). Students should start gathering visa application materials and applying for a visa at about 3 months prior to departure and no less than 6 weeks prior to travel.*

- **What is the minimum number of participants for the program to run, based on the budget and the projected tuition revenue/faculty compensation by the department?**

8

- **If applicable, what is the maximum number of participants that the program can accommodate?**

15

## **HIST 3954 Study Abroad Ghana Pre-Departure Course: Leadership, Service, and African Studies in Ghana**

Dr. Shadle 428 Major Williams shadle@vt.edu OH: T/Th 1:00-2:00  
Thursday, 5:00-6:00

This class is intended to prepare you, academically, intellectually, and, in some ways, emotionally for your time in Ghana this summer. We will begin with critiques of western volunteerism in Africa and ideas of development, and then move into material specific to Ghana.

We will not be going over logistical details – insurance, flights, etc. If you have questions on those issues, please contact GEO. There will be three separate pre-departure orientations of which attendance is required. Those sessions will cover the following information:

- Important procedures for study abroad: registration, financial aid, student requirements, etc.
- Programmatic and pragmatic content (passport & visa, flights, financial matters, immunizations, itinerary, travel considerations)
- Program expectations (course and behavioral) and how to make the most out of your experience
- Goals and skills development
- Cross-cultural sensitivity and understanding
- Identity, bias and intercultural empathy
- Staying healthy, safe, and secure while abroad
- Country-specific information

### Required Forms:

Virginia Tech's Global Education Office (<https://www.globaleducation.vt.edu>) requires each participant to complete a Pre-Decision and Post-Decision Forms and Agreements through your study abroad account with the university. The faculty member of record will guide you through the process. All requirements must be met 30 days prior to departure.

There will be some relatively short readings, and a few short papers. Class time will be dedicated mostly to discussion. Please be sure to have completed the readings before class to facilitate discussion. Please bring a hard copy of papers to class. All readings will be either online or as a pdf in our Canvas site. Readings for the second half of the semester will be dependent on current topics relevant to cross-cultural themes in West Africa and the United States.

There will be at minimum 13 class sessions fulfilling the 750 minutes of instructional time required of a 1 credit hour course. Student effort in conducting the readings, researching and preparing short papers, and preparing for active class discussion as well as guided reflection requires at least two hours of student effort per week.

1. Introduction
2. What is Africa?  
Reading: Keim, *Images of Africa* (Canvas)

Paper due: Why did you sign up for this program? (1-2 pages; please write this up *before* reading Keim)

3. Why are you doing this?  
Reading:

Illich, "To Hell with Good Intentions" (Canvas)  
Eby, "Why Service Learning is Bad" (Canvas)  
<https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>  
<http://www.rustyradiator.com/> (explore the site)

Paper due: Revised version of 'Why did you sign up for this program?'

4. Visit by Kate Cincotta (Saha Global)  
Field Representative preparation guide and assignment

5. Ideas about development  
Reading: Rist, *History of Development* (Canvas)  
Truman, Inaugural address, 1949 <http://www.presidency.ucsb.edu/ws/?pid=13282>

Paper due: Revised version of 'Why did you sign up for this program?'

6. Why are you doing this?  
Readings: on reflection and service learning

Paper: What do you expect to accomplish this summer?

7. History of Ghana

8. History of Ghana continued

9. Contemporary Ghana

10. Gender in Ghana/Africa

11. Discussion and reflection

- What do you hope to learn during
  - your time with SAHA?
  - your time at UCC?
- What excites you the most about this trip, intellectually, professionally, emotionally?
- What are you most apprehensive about?
- What will be your greatest challenge?
- What goals have you set for yourself? What skills do you hope to develop/enhance?
- How do you think you might be different when you return?

12. Discussion and reflection continued

13. Final thoughts and preparation for Ghana

#### Post-Program Requirement:

Students are expected to participate in the CLAHS Living Abroad Discussion Luncheon, the VT Student Experiential Learning Conference, Undergraduate Research Symposium or similar forum as a part of synthesizing and articulating your experience in a post-program reflection. In addition, students should continue to unpack questions like, ‘Why did you sign up for this program?’ ‘What do you expect to accomplish?’ ‘What goals have you set for yourself? What skills do you hope to develop/enhance?’ while the program is underway.

#### Learning Outcomes:

- Exchange ideas effectively and respectfully
- Raise clear and precise questions, consider diverse points of view, reach well-reasoned conclusions, use abstract and sometimes controversial ideas to interpret and evaluate information from diverse sources.
- Develop an intellectual capacity to establish connections between taught material and on-site learning opportunities
- Critically analyze western volunteerism in Africa, the role of NGOs, and ideas of international development

#### Learning Indicators:

- Active participation by the students in class discussion and throughout the pre-departure course module
- Students will reflect on the skill building exercises and cultural immersion through visual and text based documentation as well as group discussion

#### Grading:

Discussion questions 25%  
Lecture Observations 25%  
Reflection Papers 25%  
Class Participation (attendance, attention, verbal discussion) 25%

#### Course Policies:

If you are a student with special needs or circumstances, if you have emergency medical information to share with me, or if you need special arrangements, please make an appointment with me as soon as possible during my office hours.

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code of Virginia Tech, please visit:

[www.honorsystem.vt.edu](http://www.honorsystem.vt.edu)

Please remember that you are considered a Hokie wherever you are in the world, and will still be held accountable to the student code of conduct (and judicial system). Therefore, you should conduct yourself in a manner that reflects positively upon Virginia Tech and upon yourself embodying [Virginia Tech's Principles of Community](#) as well as the [Statement of Student Rights and Responsibilities](#) as you prepare for and during your study abroad experience. In committing to study abroad, you are agreeing to abide by the rules and regulations of the [Hokie Handbook](#), [Student Code of Conduct](#), [Constitution](#) set forth by the Undergraduate Honor System, your program's leadership and/or the Global Education Office. In the event that you do not comply with the outlined expectations, the university reserves the right to take



disciplinary action, including dismissing a student from a program for reasons of unacceptable behavior even prior to departure.

## **Study Abroad Ghana: Leadership, Service, and African Studies in Ghana**

**CSES/ALS 3954**

### **Instructors:**

- Dr. Ozzie Abaye, [cotton@vt.edu](mailto:cotton@vt.edu); 540-231-9737; 245 Smyth Hall.
- Kang Xia, Crop and Soil Environmental Sciences/ENSC, Environmental Chemistry and Water Quality, RB1880, Suite 1129, Room 120B; Phone: 231-9323; E-mail: [kxia@vt.edu](mailto:kxia@vt.edu)

### **Program details**

- Pre-requisite: A mandatory course of HIST 3954/19236 Study Abroad is required during Spring semester prior. Virginia Tech Associate Professor Brett Shadle will teach this course.
- Travel Abroad: May 28-July 7, 2019
- Wrap-up: July 30<sup>th</sup>, 2019

**Credits: 3 cr.**

### **Program description:**

From May 28 - June 16, participants will work with Saha Global on water purification projects in Tamale, the northern region of Ghana. Saha, a non-profit, partners with rural communities to address water treatment and safety, energy needs, access to affordable technology, and provide women economic resources. During this portion of the program, Virginia Tech Professors Ozzie Abaye and Kang Xia will provide an academic lens to the work with Saha.

**This course is A-F only; it cannot be taken pass/fail.**

### **About Saha Global and Water Issues**

Water is the foundation of life. Globally, clean, safe drinking water is scarce. Today, nearly 1 billion people in the developing world don't have access to it. In many places like sub-Saharan Africa, time spent searching and gathering water and suffering from water-borne diseases is limiting peoples' potential especially women and girls to education and quality life. Saha Global trains women in rural communities to solve their village's need for clean water by providing affordable water treatment technology and business opportunities. They partner with communities and train local women to launch profitable water- and energy-focused social enterprises. All of the revenue from these businesses stays in the community and is managed by the women entrepreneurs. To date, Saha Global has launched 100 clean water businesses which serve 48,174 and are fraction of cost of drilling a borehole or well. These businesses are still in operation today.

### **Detailed Supporting Activities**

1. Students attend a seminar (Dr. Kang Xia) on "State of World Water". (2 hours)
2. While in Ghana (Saha Global), the students will gather information and participate in daily visits to the villages:
  - a. Water source and distance from the villages.

- b. Responsible parties for the transportation of water from source to home (women, children etc.)
- c. The primary use of water (washing, cleaning, food preparation, drinking)
- d. The level of education about water quality and quantity
- e. Common diseases associated with poor water quality

A day in the life of a Saha Field Rep	
5:30am	Breakfast at guesthouse
6:00am	Transport to the village with your team (including a local field rep) and translator
7:30am	Arrive at the village –education and training of community women on how to use alum to treat the water (5.5 hours daily X 15 days)
1:00pm -3:30pm	Return to the guesthouse and have lunch
3:30pm	Head into the market and interact/bargain with locals to grab supplies for the next day or participate in cultural celebrations/ceremonial activities related to water (1 hour X 15 days)
5:30pm	Debrief with your program leader and other teams to discuss your day, plan for the following day, troubleshoot and reflect on the project and lessons learned/takeaways (1 hour X 15 days)
6:30pm	Dinner at guesthouse

3. The students will be required to observe all ceremonial activities (celebrations) surrounding water, and cultural and religious activities associated with water.
4. To what extent does the lack of water limit agricultural productivity within the villages?  
Example: If they have plenty of water resources, they can diversify their cropping system.
5. What is the economic and social benefit of marketing the clean water? If significant, then what do the villagers use the income for? Food, clothing? School?

### **Course Objectives**

Upon completion of this course, students will be able to:

- Examine the historic role of water in shaping the growth and development of mankind,
- Compare and contrast similarities and differences in water related issues (use, availability etc.) between the US and Ghana.
- Interpret an intercultural experience from both one's own and another's worldview.
- Understand to what extent policy, culture and economic affects water availability and use.

- Create deeper and more diverse understanding of water beyond just the stuff we “drink.”
- Assess the consequences of lack of water resources on communities in Ghana.
- Accomplish VT’s motto: *Ut prosim*, That I May Serve.

**Grading**

**Punctual** attendance at all scheduled, program-related activities is required, including group meetings, discussions, visits and other scheduled activities. During the trip abroad, no student is to leave the group without express consent of an instructor. Students are expected to be respectful and attentive, and will refrain from excessive talking while on program activities or tours. Any unexcused absences or *continued late arrival* to program activities may be grounds for dismissal from the program. Course grades are assigned based on the scale below. Point distributions are considered in determining any curve.

Grade	%	Grade	%	Grade	%
A	94-100	B-	81-82	D+	68-69
A-	91-93	C+	79-80	D	62-67
B+	89-90	C	72-78	D-	60-61
B	83-88	C-	70-71	F	<60

Grades in the course will be assigned based on total points earned from the following sources:

Pre-departure orientation:	100
The service learning project	300
3-5 one page reflection papers on water issues	100
Daily Journal	100
Final report (video, ppt presentation).	200
<b>Total points</b>	<b>800</b>

**University Statements**

If you need accommodations because of a disability; if you have emergency medical information to share with us; or if you need special arrangements during our trip, please get in touch with one of the instructors as soon as possible.

Civil discourse is expected at all times in this class, as embodied in the Principles of Community that are posted in classrooms on campus and that are available on the web (<http://www.inclusive.vt.edu/resources/forums/docs/2014-signed-poc.pdf>).

*The Virginia Tech Honor Code is the university policy that defines the expected standards of conduct in academic affairs. The VT Honor System is the university student organization charged with disseminating information about the Honor Code to the university community and enforcing the Honor Code. As a student, it is your responsibility to be aware of and abide by the Honor Code. Please visit their website at [www.honorsystem.vt.edu](http://www.honorsystem.vt.edu) for more information. The honor code is in effect for all courses you take. In this class, this applies to all assignments.*

**CSES 3954 Code of Conduct**

Study abroad programs are great opportunities to experience aspects of agriculture and life sciences that cannot be learned from a book, and have a lot of fun in the process. Such programs allow you to

develop intercultural, interpersonal, adaptability, problem-solving and teamwork skills; learn more about your chosen career (or explore possible career paths); meet new people; see new places; and know that you've done a good job meeting new challenges. Further, study abroad programs are designed to be outstanding educational experiences which are why these programs have the full support of our departments, the College of Agriculture and Life Sciences, Global Education and Virginia Tech.

At the same time, it is vital that everyone remember that when we leave Virginia Tech as a group we will be ambassadors for the university, the college, and your departments. The impressions we make on people we meet will be lasting ones. The expectation is that your conduct will be appropriate for any situation: be friendly to the people you meet; be attentive when speakers are presenting information; be responsive when the opportunity to participate presents itself; and be respectful of our hosts, including guest house and hotel staff. Virginia Tech has a good reputation, for a lot of reasons; let's continue to put our best foot forward so we leave everyone with an excellent overall impression of Virginia Tech.

**As always, all Virginia Tech policies are in effect, including zero tolerance for alcohol and drug abuse.**

### **AFST 1814: Intro to African Studies: Service, Leadership, and Africana Studies in Ghana**

This course will be taught at the University of Cape Coast, Ghana, and will be structured in two parts. The first third of the course will be taught by Dr. Kwame Harrison, with the subtitle "Africana Anthropology: The Politics of Race and Culture in the Africana World." The remaining two-thirds of the course will be taught by faculty of UCC, with the subtitle "Understanding Ghana: History, Politics, and Culture."

#### **I. Catalog Description**

Part 1 examines the historical relationship between Africa and 'the West.' Discusses the role of European exploration and colonialism in shaping contemporary Africa. Highlights the role of anthropology and the concept of race in contributing to this process. Part 2 examines the history, politics, and culture of Ghana. Pays special attention to the challenges faced and successes achieved by farmers and traders.

**Course Number: AFST**

**ADP Title: AFST 1814: Intro to African Studies: Service, Leadership, and Africana Studies in Ghana**

#### **II. Learning Objectives**

Having successfully completed this course, the student will be able to:

- Describe major social/cultural forces that shaped the asymmetrical relations between Africa and 'the West' over the last 500 years
- Discuss the role of anthropology in contributing to and/or countering this historical trajectory
- Discuss the concept of *race* as a social/political construction that was marshalled in the service of Western colonialism
- Consider the extent to which legacies of these histories continue to impact contemporary relations between Africa and 'the West'

- Recount the significant life achievements of W.E.B. DuBois as an Africana Studies pioneer who is buried in Ghana
- Integrate Ghana into wider historical and contemporary trends in West Africa and the world
- Analyze major aspects of Ghanaian culture, including music, literature, and religion
- Evaluate how local, regional, and global forces help to shape the lives of residents of rural Ghana.

In completion of the program, the student will have developed or enhanced the following soft skills:

- intercultural skills
  - (The ability to understand and respect different cultural contexts and viewpoints. Includes an openness to new ideas and ways of thinking.)
- interpersonal skills
  - (Having a positive attitude to get along with others that includes social awareness, the ability to listen, and display good etiquette.)
- flexibility & adaptability
  - (The ability to adjust one's own behavior to changing circumstances and to work in ambiguous environments. This skill includes the ability to learn and be teachable.)
- problem-solving
  - (The ability to identify work-related problems; analyze problems in a systematic but timely manner; draw correct and realistic conclusions based on data and information; and accurately assess root cause before moving to solutions.)
- teamwork
  - (The ability to collaborate with a diverse team, work within a team structure, and negotiate and manage conflict.)

### III. Justification

Students will have spent three weeks working with an NGO in northern Ghana prior to coming to UCC. Thus, their classroom time provides a critical framework for understanding and reflecting on how the African continent came to destination for development oriented projects. Through the lenses of anthropology (which uses *culture* as its orienting concept) and Africa Studies (which focuses on the concept of *race*) students will be introduced to basic information and critical perspectives necessary to reflect on their involvement, as Americans, in a service-oriented study abroad experience in Ghana. Through lectures with UCC faculty, students will have a deeper appreciation for the forces that have shaped contemporary Ghana, and how come to a deeper understanding of the lives of people in northern Ghana.

### IV. Prerequisites and Co-requisites

1 credit hour of HIST 3954 in the spring semester prior

#### READINGS:

Brace, C. Loring. "*Race*" is a four-letter word: the genesis of the concept. Oxford University Press, 2005.

Du Bois, William Edward Burghardt, and Brent Hayes Edwards. *The souls of black folk*. Oxford University Press, 2008. (Original work published in 1903)

Du Bois, William Edward Burghardt. "The souls of white folk." *Monthly Review* 55, no. 6 (2003): 44. (Original work published in 1920)

Fabian, Johannes. *Out of our minds: Reason and madness in the exploration of Central Africa*. Univ of California Press, 2000.

Magubane, Bernard, and James C. Faris. "On the political relevance of anthropology." *Dialectical Anthropology* 9, no. 1 (1985): 91-104.

Owusu, Maxwell. "Ethnography of Africa: the usefulness of the useless." *American Anthropologist* 80, no. 2 (1978): 310-334.

Thornton, Robert. "Narrative ethnography in Africa, 1850-1920: the creation and capture of an appropriate domain for anthropology." *Man* (1983): 502-520.

*Others TBD by UCC faculty.*

## V. Course Outline

DATE	EVENT/ACTIVITY DESCRIPTION	LOCATION	TRANSPORTATION
May 28	Arrive in Accra	Accra	Saha Global
May 29	Bus transport to Northern Region	On the bus	Saha Global
May 30	Start of the program with Saha Global, upon arrival orientation and introduction to the site and guesthouse Students participate in teams conducting daily water quality education/training in rural villages, engage in daily reflection and cultural/ceremonial activities (114.5 experiential hours meeting the number of contact hours required of a 3 credit hour course)	Northern Region, Tamale	Saha Global
June 14	Last day with Saha, wrap-up and conclusion of program part 1	Tamale	Saha Global
June 15 Friday	<b>Eid ul-Fitr holiday – Free time</b>	National Public Holiday of Ghana	National Public Holiday of Ghana
June 16	Travel from Tamale to Accra	On the bus	Saha Global
June 17	W.E.B. Dubois Centre tour and lecture (4 hours) and travel to Cape Coast	Accra/Cape Coast	University of Cape Coast
June 18-23	Orientation and Tour of Campus (Morning) Lectures and activities led by VT faculty leader, Kwame Harrison  (3 hours daily x 6 days)	CIE/UCC	
June 25	<b>Class:</b> History of Ghana/West Africa: Pre-Colonial to Post-Colonial Period by <b>Dr. Yayoh</b>	CIE/UCC	University of Cape Coast

	(3 hours)		
June 26	<b>Class:</b> Ethnic Groups and Ethnicity in Ghana by <i>Dr. Alex Wilson</i> (3 hours)	CIE/UCC	University of Cape Coast
June 27	<b>Tour:</b> Kakum National Park and Lunch at Hans Cottage Botel	Cape Coast	University of Cape Coast
June 28	<b>Free time</b>		
June 29	<b>Class:</b> Traditional and Contemporary Ghanaian Music by <i>Dr. Amlor</i> (3 hours) <b>Co-curricular visit/ guided tour:</b> Cape Coast Castle (1.5 hours)	CIE/UCC	University of Cape Coast
June 2	<b>Class:</b> Oral Literature and Post-Colonial Ghanaian Written Literature by <i>Mr. Alidza</i> (3 hours)  <b>Co-curricular visit/tour:</b> Elmina Slave Castle (1.5 hours)	CIE/UCC	University of Cape Coast
June 27	<b>Class:</b> Media Studies (Print, Online, TV, Film) by <i>Dr. Nanbigni</i> (3 hours)  <b>Class:</b> Traditional Religion and African Philosophy by <i>Dr. Alex Wilson</i> (3 hours)	CIE/UCC	University of Cape Coast
June 28	<b>Class:</b> Development Issues from Anthropology or Political Science Perspectives in Ghana by Frimpong-Nnuroh (3 hours)	CIE/UCC	University of Cape Coast
June 29-30	Overnight trip to Kumasi	CIE/UCC	University of Cape Coast
July 1 Sunday	<b>Republic Day Holiday – Free day</b>	National Public Holiday of Ghana	National Public Holiday of Ghana
July 2	Return to Cape Coast	CIE/UCC	University of Cape Coast
July 3	<b>Class:</b> African and World Politics by <i>Dr. Yayoh</i> (3 hours)  <b>Class:</b> The Ghanaian in the Diaspora by <i>Dr. Yayoh</i>	CIE/UCC	University of Cape Coast

	(3 hours)		
July 4	<b>Class:</b> By Faculty from Non-Governmental Studies and Community Development (3 hours)	CIE/UCC	University of Cape Coast
July 5	<b>Tour:</b> Nzulezu, the village on Stilts		University of Cape Coast
July 6	Last day at Cape Coast Wrap-up and reflection	Cape Coast	University of Cape Coast
July 7	Travel from Cape Coast to the Airport	Accra	University of Cape Coast

### Grading

Grading in this course will not simply be determined by how well you are able to understand and apply what is read and covered in lecture. You will also apply classroom lectures to your personal and global experience. Students will be graded according their performance and participating in class discussion, reflection papers and guided reflections. Participation will be considered through how well you engage with course topics, class discussion and reflection prompts.

### Class Discussions

All students will be required to bring three questions/reflective statements to class that come from course readings, current events or the co-curricular site visits that will be discussed during class.

Questions/reflective statements must be handed in at the beginning of class and contain students' name. It is required that students come prepared to class by doing the readings or assignments for class prior to coming. Students whom are unprepared can potentially lose participation points. Class discussions will also feature classroom-based activities and guest lectures.

### Accessibility

If you need adaptations or accommodations because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), if you have emergency medical information to share with me, or if you need special arrangements, please make an appointment with me as soon as possible. Reasonable accommodations are available for students with disabilities. However, to be eligible for such accommodations, students should contact Services for Students with Disabilities (SSD, 310 Lavery Hall, [www.ssd.vt.edu](http://www.ssd.vt.edu)), via telephone 540.231.3788 (voice) or 540.213.1740 (TTY) or email Susan Angle at [spangle@vt.edu](mailto:spangle@vt.edu).

### Study Abroad Student Conduct

As a visiting student in a foreign country, you are subject to the laws of that country as well as the academic and disciplinary rules of your host institution/provider. You should strive to always conduct yourself in a manner that is respectful to your host country and host institution, the University of the Cape Coast (UCC). You should conduct yourself in a manner that reflects positively upon Virginia Tech and upon yourself embodying [Virginia Tech's Principles of Community](#) as well as the [Statement of Student Rights and Responsibilities](#). In participating in this program, you are agreeing to abide by the rules and regulations of the [Hokie Handbook](#), [Student Code of Conduct](#), [Constitution](#) set forth by the



Undergraduate Honor System or the [Constitution](#) set forth by the Graduate Honor System, your program's leadership and/or the Global Education Office. In the event that you do not comply with the outlined expectations, the university reserves the right to take disciplinary action, including dismissing a student from a program for reasons of unacceptable behavior.

### **Honor Code**

The Honor Code pledge that each member of the university agrees to abide by states:

"As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do".

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code.

For additional information about the Honor Code of Virginia Tech, please visit:

([www.honorsystem.vt.edu](http://www.honorsystem.vt.edu))

## Leadership, Service, and African Studies in Ghana Itinerary

DATE	EVENT/ACTIVITY DESCRIPTION	LOCATION	TRANSPORTATION
May 28	Arrive in Accra	Accra	Saha Global
May 29	Bus transport to Northern Region	On the bus	Saha Global
May 30	<p>Start of the program with Saha Global, upon arrival orientation and introduction to the site and guesthouse</p> <p>GILLBT Guesthouse School of Hygiene Junction, Bolga Road Tamale N/R, Phone: 0233 3720 22143</p> <p>Students participate in teams conducting daily water quality education/training with Saha</p>	Northern Region, Tamale	Saha Global

### ITINERARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
Leave the US!	Arrive in Accra!	Bus to Northern Region	First Day of Orientation	Orientation - Saha business site visits!	Orientation	Orientation
3	4	5	6	7	8	9
First visit to the community	Chief Meeting	Community Meeting	Build the Center	Build the Center	Train the women	Continue to train the women
10	11	12	13	14	15	16
Household Visits	Business launches!	Monitor business	Monitor business	Monitor business	School education session	Last day in your community
17	18	19	20	21	22	23
Bus south to Accra	<b>Virginia Tech Program Continues...</b>					



"It was great to be given the autonomy on this project! Though we were in our community every day we still have the time to enjoy just being in Ghana and explore the market!"  
- Field Rep

"It's a trip for a person that is open to new experiences and getting out of your comfort zone."  
- Field Rep

A Day in the life of a Field Rep	
5:00am	Wake-up and get ready for the day!
5:30am	Breakfast at guesthouse
6:00am	Jump in your taxi to head to the village with your team and translator
7:30am	Arrive at the village to train the women on how to use alum to treat the water
1:00pm	Head home for lunch
2:30pm	Lunch back at the guesthouse
3:30pm	Head into the market to grab supplies for the next day
5:30pm	Debrief with your program leader and other teams to discuss your day, plan for the following day, trouble shoot and reflect on the project
6:30pm	Dinner at the guesthouse
7:30pm	Hang out with other Field reps on the program
9:00pm	Bed! You are tired from your day in the field with all that hot sun and need to get prepared for next day early day up

*Schedules and the timing of your community's implementation will vary amongst each team.*

June 16	Last day with Saha, wrap-up and conclusion	Tamale	Saha Global
June 17	Travel from Tamale to Accra and overnight Pink Hostel, 5th Crescent Asylum Down Accra, Mobile Phone: 0205654407	On the bus	Saha Global
June 18	Guided tour and lecture W.E.B. Dubois Centre and travel to Cape Coast	Accra/Cape Coast	University of Cape Coast
June 19- 24	Orientation and Tour of Campus (Morning)  Lectures and activities led by VT faculty leader, Kwame Harrison	CIE/UCC	
June 25	<b>Class:</b> History of Ghana/West Africa: Pre- Colonial to Post-Colonial Period by <b>Dr. Yayoh</b>	CIE/UCC	University of Cape Coast
June 26	<b>Class:</b> Ethnic Groups and Ethnicity in Ghana by <b>Dr. Alex Wilson</b>	CIE/UCC	University of Cape Coast
June 27	<b>Tour:</b> Kakum National Park and Lunch at Hans Cottage Botel	Cape Coast	University of Cape Coast
June 28	<b>Free time</b>		
June 29	<b>Class:</b> Traditional and Contemporary Ghanaian Music by <b>Dr. Amlor</b>  <b>Co-curricular visit/tour:</b> Cape Coast Castle	CIE/UCC	University of Cape Coast
June 2	<b>Class:</b> Oral Literature and Post-Colonial Ghanaian Written Literature by <b>Mr. Alidza</b>  <b>Co-curricular visit/tour:</b> Elmina Slave Castle	CIE/UCC	University of Cape Coast
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**VT Ghana  
Summer 2019**

<b>Student Enrollment</b>	<b>8</b>	<b>10</b>	<b>12</b>
Item	<u>Unit Cost</u>		
<b>Teaching Faculty #1 - VT Faculty Member Traveling</b>			
Transportation - airfare roundtrip	1,200.00	1,200.00	1,200.00
Transportation - taxi	20.00	20.00	20.00
Transportation - taxi	20.00	20.00	20.00
Transportation - car rental, Christianburg to Dulles International Airport	150.00	150.00	150.00
Transportation - car rental, Dulles International Airport to Christianburg	150.00	150.00	150.00
Lodging (28 nights at UCC, rate- \$27/22 night)	594.00	594.00	594.00
Lodging 1 night in Accra upon arrival	35.00	35.00	35.00
Lodging Kumasai trip	112.00	112.00	112.00
Loding 2 night in Accra before leaving	70.00	70.00	70.00
Meals (14 days, breakfast is free, lunch =4, dinner = 5.6)	255.00	255.00	255.00
Entry visa fee	150.00	150.00	150.00
<b>ELMINA CASTLE Entrance fee/cost of activity</b>	13.00	13.00	13.00
<b>KAKUM NATIONAL PARK Entrance fee/cost of activity</b>	11.00	11.00	11.00
<b>KUMASI Entrance fee/cost of activity</b>	4.00	4.00	4.00
<b>NZULEZU Entrance fee/cost of activity</b>	6.00	6.00	6.00
CISI Travel Medical Insurance (9.10 /week or 35/month)	35.00	35.00	35.00
Telecommunications/data plan while abroad	50.00	50.00	50.00
Immunizations	300.00	300.00	300.00
<b>Total</b>	<b>3,175.00</b>	<b>3,175.00</b>	<b>3,175.00</b>
<b>Faculty Cost Per Student</b>	<b>396.88</b>	<b>317.50</b>	<b>264.58</b>

**Fixed Program Costs**

Airport pickup(cost of 30-passenger bus divided by the number of students)	210.00	210.00	210.00
Airport drop off(cost of 30-passenger bus divided by the number of students)	358.00	358.00	358.00
<b>ELMINA CASTLE group transportation (14 seater bus)</b>	105.00	105.00	105.00
<b>KAKUM NATIONAL PARK group transportation (14 seater bus)</b>	110.00	110.00	110.00
<b>KUMASI group transportation (14 seater bus)</b>	419.00	419.00	419.00
<b>NZULEZU group transportation (14 seater bus)</b>	186.00	186.00	186.00
UCC program coordinator fee	1,350.00	1,350.00	1,350.00
Administrative charge	450.00	450.00	450.00
Cost of lecture space	450.00	450.00	500.00
Field work supplies (fabric for class activity)	117.00	117.00	117.00
4% Bank Service Charge	345.00	345.00	345.00
Mailing visas (UPS)	150.00	150.00	150.00

Item	Unit Cost			
Cost of shipping passports through Martin Travel Agency to DC	40.00	40.00	40.00	40.00
<b>Total</b>	<b>4,290.00</b>	<b>4,290.00</b>	<b>4,340.00</b>	

<b>Fixed Program Costs Per Student</b>	<b>536.25</b>	<b>429.00</b>	<b>361.67</b>	
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#### Variable Student Program Costs

Cost of night stay in Accra before transportation to UCC	12.00	12.00	12.00	
Cost of lunch and dinner in Accra before transportation to UCC	12.00	12.00	12.00	
Cost of night stay in Accra after the end of program at to UCC	12.00	12.00	12.00	
Cost of lunch and dinner in Accra after the end of program at to UCC	12.00	12.00	12.00	
<b>ELMINA CASTLE Entrance fee/cost of activity</b>	13.00	13.00	13.00	
<b>KAKUM NATIONAL PARK Entrance fee/cost of activity</b>	11.00	11.00	11.00	
<b>KUMASI Entrance fee/cost of activity</b>	4.00	4.00	4.00	
<b>NZULEZU Entrance fee/cost of activity</b>	6.00	6.00	6.00	
Lodging Kumasi 2-day trip	56.00	56.00	56.00	
Meals (24 days, breakfast and lunch =4, dinner on their own)	96.00	96.00	96.00	
Lodging (1 month rate, UCC student dorms, double occupancy)	240.00	240.00	240.00	
Saha portion of program	3,000.00	3,000.00	3,000.00	
CISI Travel Medical Insurance (35/month *2months)	70.00	70.00	70.00	
<b>Total</b>	<b>3,544.00</b>	<b>3,544.00</b>	<b>3,544.00</b>	

<b>Faculty &amp; Program Cost Per Student or Student Program Fee</b>	<b>4,477.13</b>	<b>4,290.50</b>	<b>4,170.25</b>	
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Contingency fund (10% of the total program cost)	447.71	429.05	417.03	
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<b>Total Student Program Fee (with contingency)</b>	<b>4,924.84</b>	<b>4,719.55</b>	<b>4,587.28</b>	
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#### General Student Out-of-Pocket Costs

Airfare	1,500.00	1,500.00	1,500.00	
Immunizations	350.00	350.00	350.00	
Visa fees	60.00	60.00	60.00	
Dinner on own at UCC	230.00	230.00	230.00	
<b>Program &amp; Out-of-Pocket Student Costs (no tuition)</b>	<b>6,834.84</b>	<b>6,629.55</b>	<b>6,497.28</b>	

#### Tuition & Fees (list corresponding to residency status and credits offered)

UG In-state	2,198.50	2,198.50	2,198.50	
UG Out-of-state	5,649.50	5,649.50	5,649.50	

#### Total Student Costs with Tuition & Fees

UG In-state	9,033.34	8,828.05	8,695.78	
UG Out-of-state	12,484.34	12,279.05	12,146.78	