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)

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; 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

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 30th, 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30am</td>
<td>Breakfast at guesthouse</td>
</tr>
<tr>
<td>6:00am</td>
<td>Transport to the village with your team (including a local field rep) and translator</td>
</tr>
<tr>
<td>7:30am</td>
<td>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)</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Return to the guesthouse and have lunch</td>
</tr>
<tr>
<td>3:30pm</td>
<td>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)</td>
</tr>
<tr>
<td>5:30pm</td>
<td>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)</td>
</tr>
<tr>
<td>6:30pm</td>
<td>Dinner at guesthouse</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>B-</td>
<td>81-82</td>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
<td>C+</td>
<td>79-80</td>
<td>D</td>
<td>62-67</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
<td>C</td>
<td>72-78</td>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>B</td>
<td>83-88</td>
<td>C-</td>
<td>70-71</td>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

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
- **Total points**: 800

**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 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.”

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

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.)

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:


*Others TBD by UCC faculty.*

**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 form 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), via telephone 540.231.3788 (voice) or 540.213.1740 (TTY) or email Susan Angle at 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.

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