

**Ghana: Discovery Program
on
Historical, Cultural and Technological Heritage
Global and Regional Studies (GRS) 195
May 26 – June 10, 2010**

**Instructors: Prof. Daniel Bentil (UVM)
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Prerequisites: None

Course Website: http://www.cems.uvm.edu/~dben/UVM_In_Ghana_2010.htm

Suggested Reading:

Lapierre, Yvette. Ghana in Pictures. Lerner Pub. 2004.
Lauer, H. Ghana: Changing Values Changing Technologies. Council for Research in Values UNESCO. 2000.
Luginaah, Isaac & Yanful, Ernest (Ed). Environment and Health in Sub-Saharan Africa: Managing an Emerging Crisis: Selected Papers from ERTEP 2007, Springer, 2009.
McCully, Patrick. Silenced Rivers: The Ecology and Politics of Large Dams. Zed Books, 2001.
Kuada, John & Chachah, Yao. Ghana: Understanding the People and their culture. Woeli Pub. 1999.
Anquandah, Kwesi J. Castles and Forts of Ghana, Ghana Museums & Monuments Board, 1999.
Azevedo, Mario (Ed) African Studies: A Survey of Africa and the African Diaspora, Carolina Acad, 2005.

Program Description and Course Overview:

This is a program in discovery. It seeks to offer a platform for students to acquaint themselves with the broad tenets of the Ghanaian culture (including food, music, dance, religion, modes of communication, traditional authority, and local language usage), history (focusing on slavery, colonialism and contemporary politics) and technology (achievement in science, engineering and resource management and utilization). Based on an inter-disciplinary approach, the program will combine participation in cultural activities, travel to relevant historical, cultural and technological sites with local language learning and formal seminar presentations on selected topics, in order to actualize its broad aims of bringing American students close to an ethnogeographic understanding of a relatively less known Ghanaian culture, its heritage and reality. Resource persons will include Professors from the University of Cape Coast, University of Science and Technology, University of Development Studies, and the University of Ghana. Other participants will include traditional rulers, tour guides, and practitioners from technical, educational, governmental and non-governmental agencies. The program is open to students who wish to be challenged in ways that are creative in a supportive and stimulating environment. The program will allow room for self-reflection, and an experiential term paper.

Course Objectives:

A major objective, here, is to provide an interdisciplinary program that opens possibilities for American students to appreciate the complexities of the ideologies that guide the diurnal practices of the people of present day Ghana. The program is interactive. Participants will be expected to become part of the planned activities. The program's language component will cover topics, such as 'self-introduction,' 'greeting and leave-taking', and 'shopping.' The formal

lectures on aspects of the local culture (women, politics, religion, the arts, etc.) and its implication on technological advancement will set a context for participants to make meaning out of their experiences with the wider cultural context. The program's site visits, lectures, and activities will provide such a context that should augment participants' own perspective, if any, about Ghana's historical, cultural and technological heritage.

Relevance of Course & Self-Reflection

This course will cover issues that have both academic and personal relevance for all of us. It is not uncommon to experience strong emotions as well as intellectual curiosity in reaction to the lectures and site visits, especially the slave castles. Please use diplomacy, your personal experiences and reactions to fuel your commitment to discover Ghana. I encourage you to approach differences in opinions as opportunities for learning. At the end of the program in Ghana, students will share their experiences with the group by giving a ten (10) minute presentation on their proposed topic for the experiential term paper. Presentations will take place on the eve of our departure from Ghana.

Experiential Term Paper

A ten-page typed experiential term paper will be required of all students. The paper will require that you review the literature on your topic and describe the activity that you conducted. This experiential term paper is a major component of your grade and requires that you work on it throughout your stay in Ghana. Each student will choose a topic and engage in an activity with the Program Coordinators that will help him or her to understand the Ghanaian way of life. The ten-page typed experiential term paper will due two weeks after your arrival in the United States. This is a firm deadline.

The grading criteria for experiential term papers are as follows:

- **Grammar, spelling, and punctuation** 5 points
- **Organization and Clarity** (Does the paper facilitate reader understanding?) 10 points
- **Appropriateness of argument and conclusions drawn** (Are your observations sound? Can the relevant evidence be scrutinized or cited from texts? Are conclusions drawn based on your own experience in both Ghana and the USA?) 10 points
- **Thoughtfulness and Comprehensiveness** 5 points

Point Distribution

1. Attendance and Active Participation in all Activities in Ghana (70%)
2. Experiential Term Paper (30%)

Incompletes will only be given in the event of pre-arrangement with the instructor and documentation of an emergency.