
CMTY 410/510: Asset Building to Development: A Study of Ghana (3 Credits)
Director/Instructor: Chuks Ugochukwu, Ph.D. Room 339 Stewart Hall
Office Hours: Virtual Office Hours (or by appt.) Phone: 320-308-2097
e-mail: ccugochukwu@stcloudstate.edu

PROGRAM DESCRIPTION

The program offers opportunities for students, faculty, and staff at SCSU to acquire in-depth firsthand knowledge and experience of the impacts on the lives of people and communities in Ghana and the sub-region in general of investments in culture, tourism, and infrastructure assets endangered by globalization considerations. In line with the goals of SCSU to internationalize the curriculum, such knowledge and experience is invaluable for not only understanding the global world, but also for enhancing and incorporating a global perspective in learning, teaching, and scholarship endeavors.

Through field trips and community service projects **that the program director leads**, students will have an opportunity to experience how Ghanaians live their lives within their historic, physical, economic, political, social, and cultural environments, including consequent impacts of globalization. The program participants will be briefed about the main aspects of Ghanaian culture:

- The language, ethnicity, history, and geographical distribution.
- The customs, beliefs, socio-political organizations
- The material culture, environment, economy, technology
- The visual and decorative arts, music, physical built fabric

The course will start at SCSU and continue in Ghana. It will last for eighteen days and will involve field-trips, hands-on community service projects, and overnight stay in some villages and towns. The course will include visits to the museums and other places of local, cultural, and tourist interests. There will **also be lectures provided by the faculty director and selected local hosts**. The students will have multiple opportunities to immerse themselves in the various local cultures, customs, festivals, and crafts while visiting different communities, villages, and attending cultural events.

LEARNING OUTCOMES

By the end of the course, students will:

- Gain an understanding of the impacts on the lives of the people and communities in Ghana and the West Africa sub-region, of culture, tourism, infrastructure developments and globalization.

- Gain an understanding of Ghanaian culture, people, and community development issues as defined by current physical, cultural, political, environmental, economic, social, and global conditions, including specific issues of concern to some Ghanaian communities.
- Gain an understanding of how such issues as environment, poverty, traditions, education, economy (particularly peasant economy), and community roles are impacted by globalization, and develop critical perspectives that helps explain the complex challenges and impacts of globalization.

Specific course objectives are:

- To introduce students to Ghanaian culture and communities at different levels through such key themes and issues that include: the nature of the cities, suburbs, and villages, emphasizing their people, heritage and history, physical features, environment, economy, and social structure;
- To explore the problems and issues confronting communities, such as economic development, housing, heritage preservation, community revitalization, environmental quality, transportation, infrastructure development, and impacts of globalization, including possible remedies to address those issues as affecting the communities.
- To provide students an enabling environment for direct interactive and service learning opportunities that will include field trips, visits to museums, lectures, discussions, written and photographic assignments, journal keeping, and participation in selected cultural or community service activities.

COURSE ASSESSMENT PLAN

- Pre-departure paper on preconceptions of Ghana's political, cultural, social, physical, environmental, economic, and historic knowledge.
- Pre- and Post-program assessment of the education abroad experience using the Global Perspectives Inventory (GPI) survey instrument
- Post program reflection paper on Ghana's political, cultural, social, physical, environmental, economic, and historic knowledge
- Photographic journal, and transcribed daily journal entries paper, and public oral (powerpoint and/or video) presentation of study experience

REQUIRED COURSE MATERIALS & READING ASSIGNMENTS

The following books will serve as the textbooks for the program. However, depending on the subject, supplemental readings (other handouts and articles) will be given. Program participants should complete all readings before and by the date of arrival in Ghana, and should be prepared to discuss the readings.

- Levy, Patricia and Wong, Winnie. (2010). *Ghana (Cultures of the World)*. Marshall Cavendish Children's Books. ISBN-10: 0761448470
- Briggs, Phillip. (2001). *Ghana, 5th (The Bradt Travel Guide)*. Bradt Travel Guides. ISBN-10: 1841623253
- Ward, Stephen. (2004). *Planning & Urban Change, 2nd ed.* Sage Publications Ltd

Audio/Visual Materials

- Digital audio and/or video recorder; and 8+MB flash drive (minimum) for storage
- Laptop, iPad (optional)

PROGRAM PARTICIPATION AND GRADING

Students registered in the **CMTY 410/510** (Asset Building to Development: A Study of Ghana) **course** will be expected to participate in all aspects of the program for the overall success of the program:

- Attend all (pre and post) lectures and program activities
- Participate in all exercises, discussions, and field trips
- Complete Pre- and Post-program surveys of the education abroad experience
- Keep daily journal
- Write a maximum 5-page, minimum 3-pages (for undergraduates); or maximum 8-page, minimum 6-pages (for graduates), pre-departure paper describing:
 - Your preconceptions of Ghana's political, cultural, social, physical, environmental, economic, and historic knowledge.
 - Your program focus area (refer to the program description and Learning outcomes and objectives above), including your expectations and biases
 - **(Due date:** seven days before scheduled trip departure date or earlier)
- Write a maximum 10 page, minimum 6-pages (for undergraduates); or maximum 15 page, minimum 10-pages (for graduates), post-program paper critically reflecting on outcomes of your course focus area, expectations, and experiences **(Due date:** one month after end of the program).
- Make a maximum 45 minutes (minimum 20 minutes) public oral presentation using power-point and/or video production covering area of focus, including program experiences, and more specifically, general observation of the local challenges and impacts engendered by globalization
 - Submit a digital copy of the presentation
 - (the public oral presentation will be scheduled as part of the **Ghana Education Abroad Brown Bag series** on a date determined later)
- Submit a digital copy of photographic journal, and transcribed daily journal entries

Grading:

Pre-departure paper	10%
Post-program paper	15%
Program discussions & surveys	15%
Daily journal report	10%
Photographic journal	10%
Post-program public oral presentation	20%
Power-point (ppt) &/or Video submission	20%

Grading Scale:

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60 = F

COURSE SYLLABUS & PROGRAM OUTLINE (subject to change)

(Tentative: Speaker and facility availability will determine final schedule.)

Program Pre-departure Meeting I at SCSU

2.5 hours class time

- Attend CIS pre-departure orientation (on scheduled date)
- Complete pre-program GPI survey
- Introduction, Review syllabus, Course overview (**by director**)
- Program Expectations & Responsibilities of participants (**by Director**)
- **Lecture (by program director):** Review Ghana's:
 - History, heritage, the slave trade
 - Tribes, languages, ethnicity, history, and geographical distribution
 - The nature of the cities, suburbs, and villages

Program Pre-departure Meeting II at SCSU

1.5 hours class time

- Questions and Answers to Pre-departure meeting I discussions
- **Lecture (by program director):** Review Ghana's:
 - Customs, beliefs, social and political structure
 - Physical features, material culture, economy, technology, tourism infrastructure
 - The visual and decorative arts, and music

Day One: Depart MN for Ghana

- Leave MSP airport

Day Two: Arrive Accra, Ghana

- Arrive in Accra Airport, Proceed to the Hotel.

Day Three: Accra

4.0 hours lecture & explanation time

- **Lecture: Orientation and Review (by program director):**
 - Accra's ethnic makeup, the nature of the neighborhoods, physical features
 - economy, tourism infrastructure, the visual and decorative arts, and music
- **Field trip (conducted by director):** Tour Osu neighborhood, and the University of Ghana, Legon neighborhood
- Rest after a long flight

Day Four: Accra

4.0 hours explanation & discussion time

- **Field trip (conducted by director):** Guided tour of Accra neighborhoods and its environs, Parliament building, Accra's National Museum, Makola Market, Art & crafts colony and market
- **Discussion (PM, Led by director):** Group discussion and review of days observation (the physical, social, arts, economic, political, historical, environmental, cultural, infrastructural aspects)

Day Five: Accra**4.0 hours explanation & discussion time**

Field trip (conducted by director & host guide): Visit Accra planning & development office, some schools, community organizations

- **Field trip (conducted by director):** Visit some Accra Neighborhoods i.e. James Town (enclave almost entirely inhabited by indigenous fisher-folk)
- **Discussion (PM, Led by director):** Group discussion and review of days observation (the physical, social, arts, economic, political, historical, environmental, cultural, infrastructural aspects)

Day Six: Accra to Aburi**4.0 hours lecture & explanation time**

- **Lecture (AM) (by director):** Review tourism economy, infrastructure, and attendant workforce development in the Eastern/Volta region
- Leave for Aburi in the Eastern/Volta region
- **Field trip (conducted by director & host guide):** Visit Aburi eco-tourism botanical garden & village
- Return to Accra

Day Seven: Accra to Tamale**2.0 hours lecture time**

- Leave for Tamale in the Northern Region
- **Lecture (PM, by director):**
 - Northern region ethnic makeup, the nature of the communities, physical features
 - Economy, tourism infrastructure, the visual and decorative arts, and music

Day Eight: Tamale**4.0 hours lecture and explanation time**

- **Lecture (AM, Guest presentation by TICCS staff):** Tamale Institute of Cross-Cultural Studies (TICCS)
- **Field trip (conducted by director):** Visit the Central Market, National Cultural Center (crafts)
 - Visit the grand mosques, traditional rustic mosques
 - Surrounding villages, Kraal structures
- Free time for Field observation

Day Nine: Tamale**6.0 hours service & discussion time**

- **Community Service activity (led by director):** Community service work in Tamale
- **Discussion (PM, led by director):** Group discussion and review of observations in Tamale and environs (the physical, social, arts, economic, political, historical, environmental, cultural, infrastructural aspects)

Day Ten: Tamale to Mole**3.0 hours lecture & explanation time**

- **Lecture (AM, by director):** Eco-tourism and impact on rural communities
- Leave for Mole
- **Field trip (conducted by director):** Visit Mole National Park and two eco-villages within the park
- **Tour (conducted by park guide):** Wild life sanctuary and park

Day Eleven: Mole to Kumasi**2.0 hours lecture time**

- Leave for Kumasi (capital of Asante Kingdom) in the Ashanti Region
- **Lecture (PM, by director & Guest presentation by KNUST Professor):**
 - Asante Kingdom ethnic makeup, traditional political and social structure, the nature of the communities, physical features, infrastructure
 - economy, tourism infrastructure, the visual and decorative arts, and music
- Free time for field observation i.e. Traditional Street sculptures

Day Twelve: Kumasi**4.0 hours explanation time**

- **Field trip (conducted by director & host guide):** Visit Manhyia Palace Museum (The Prempeh II Jubilee Museum); Centre for National Culture (meet resident indigenous artisans)
 - Visit Kejetia Market (largest outdoor market in Africa) (**conducted by director**)
 - Visit two Kumasi neighborhoods (**conducted by director**)

Day Thirteen: Kumasi**3.0 hours explanation and discussion time**

- **Field trip (conducted by director):** Visit a village near Kumasi (see traditional architecture, weaving, and sculptors at Ejisu village).
- **Tour:** Kwame Nkrumah University of Science and Technology (**KNUST**), Kumasi
- **Discussion (PM, led by director):** Group discussion and review of observations in Kumasi and environs (the physical, social, arts, economic, political, historical, environmental, cultural, infrastructural aspects)

Day Fourteen: Kumasi to Cape Coast**2.0 hours lecture and explanation time**

- Leave for Cape Coast in the Central Region
- **Tour:** Stop at Assin Manso - visit slave museum (**conducted by guide & director**)
- **Tour:** University of Cape Coast, Cape Coast (**conducted by director**)
- **Lecture (PM, by director):**
 - Cape Coast ethnic makeup, traditional political and social structure, the nature of the communities, infrastructure, physical features, slave trade heritage, nature conservancy
- Free time

Day Fifteen: Cape Coast**4.0 hours lecture and explanation time**

- **Lecture (AM, by director):**
 - Heritage & Slave trade tourism, economy, tourism infrastructure, the visual and decorative arts, and music
- **Field trip (conducted by host guide):** Visit some famous forts and slave castles in Cape Coast and Elmina
 - Visit Cape Coast neighborhoods; Potsuban Shrines (**conducted by director**)
- Free time, central city public art tour

Day Sixteen: Cape Coast**3.0 hours explanation & lecture time**

- **Lecture (AM, Guest Presentation by UCC Professor):** Geo-tourism, tourism infrastructure, tourism development, & capacity building
- **Field trip (conducted by director):** visit surrounding tourism dependent communities i.e. Kankum's Kankum National Park rain forest, canopy rope bridge
- Leave for Accra

Day Seventeen: Accra & Environs**4.0 hours explanation & discussion time**

- **Field trip & Guest Lecture (conducted by director & host guide):** The Kokrobite Academy of African Music and Art
(Unique combinations of African architecture, music, dance, art, tropical flowers)
- **Discussion (PM, led by director):** Group summary review of program observations (the physical, social, arts, economic, political, historical, environmental, cultural, infrastructural aspects)
- **Free time:** Experience African music and local dancing

Day Eighteen: Departure Day to USA

- **Free time:** Prepare, pack to return to USA
- Leave Accra for the US.

Day Nineteen: Arrive USA

Arrive in Minneapolis.

Total Contact Hours Class Time: 57 Contact Hours

Dr. Chuks Ugochukwu Brief Bio

Associate Professor, Department of Geography & Planning

Dr. Ugochukwu Ph.D. is in urban and regional planning with concentration in urban design, and a Master and Bachelor in Architecture. His scholarship and research interests include Culture/Heritage Preservation with particular emphasis on African American and African built environments; Urban Design; Urban History; Urban Transformation, Urban Ecology; Architecture; Indigenous Architecture; Vernacular Architecture; Planning and Community Development; Sustainable Development; Smart Growth; Core City Revitalization; Geo-tourism, Land Use, and the physical built environment in general.

He has led five successful education abroad trips to Ghana 2008-2012; and another successful program to Nigeria in 1996 with students from Prairie View A&M University, Texas. On a personal level, from 2010 is conducting individual and collaborative research in Ghana on Slave trade route conservation. He has also travelled to Mexico, South Africa, and Burkina Faso to comparatively examine concepts and levels of urban transformations.