

SIMPSON COLLEGE
2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL

Date: January 15, 2009

Completed forms should be submitted to the Office of International Education no later than Jan. 15, 2009 for international travel courses and no later February 17, 2009 for domestic travel courses.

Name of proposer(s): Carolyn Dallinger & Walter Lain

Department(s): Social Sciences

Please check one of the following:

INTERNATIONAL Off-Campus Travel Course

DOMESTIC Off-Campus Travel Course

I. Course Information

A. Course number, if course has been offered previously: Soc 297

B. Course title: Ghana, the Heart of West African Culture

C. Transcript Course Title (max. 21 characters): Ghana, West Africa

D. Course level (100/200/300): What is the rationale for offering the course at this level?

The student should be able to handle the complexity of poverty and the human condition in a developing sub-Saharan African country. Students must be mature enough to understand the affects of poverty but not be condescending towards the people who find themselves in that situation. We believe that a mature first-year student could take this course without prerequisites; however, they must demonstrate a higher level of maturity within their application essay.

E. Minimum enrollment: 22

(For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.)

If proposed minimum is less than the requirement, provide a rationale for receiving variance.

F. Maximum enrollment: 25

II. Course Description

A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

1. Learn about the rich cultural diversity of the Ghanaian people including the Ashanti, Ewe, Ga, and Fanti tribes through interactions with local Ghanaians.
2. Learn about various aspects of the Ghanaian culture including religious diversity and cooperation in both the Muslim and Christian communities.
3. Learn about the complexity of poverty and the human condition in a developing sub-Saharan African nation.
4. Learn about the local political chieftain systems and traditional and contemporary customs including the “naming ceremony”, “dancing ceremonies”, etc.
5. Learn about the post colonial transition from colonial British rule to the longest democratic government in sub-Saharan Africa including the recent peaceful national elections.
6. Learn about the needs of refugees within Ghana by meeting with people in the Liberian Refugee camp.
7. Learn about the needs of orphans in the orphanage schools, low income students in public schools and private donation schools.
8. Learn how small Ghanaian villages develop economic livelihoods.
9. Learn about the historical aspect of the American slave trade and the Diaspora.
10. Learn about the historical importance of a great American sociologist, W.E.B. DuBois, and his establishment of the NAACP, and visit his research center in Ghana to review his works and manuscripts.
11. Learn skills and techniques to build effective relationships.

- B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

This course will allow students to learn about various concepts of the global community by intensively studying the culture of the Ghanaian people. Students will learn about the sociological principles of race, poverty and social welfare systems within the culture of a developing country. Students will also learn skills by interacting with others in an ethnically-sensitive manner. Students will learn through immersion activities about a major sub-Saharan African country and how it has experienced sociological, political and economic change in the modern era. Students will also learn the impact of the Atlantic slave trade between sub-Sahara Africa to the Americas. This course will fit within the college's curriculum by fulfilling the Global Awareness component of the curriculum.

- C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

Immersion Activities:

Service learning interactions with children at orphanage schools and schools for low income children.

Service learning interactions with residents of the Liberian refugee camp in Ghana.

Service learning interactions with members of the community built on stilts to avoid being raided and forced into the slavery system. Students will learn from the residents about their continued belief of the necessity to live without modern conveniences. They will also learn about the history and impact of slavery by visiting two forts and castles with slave dungeons.

Service learning interactions with rural villagers learning about methods of industry (weaving), cooking, and residing in traditional housing.

Attend a charismatic Christian religious service and interact with local Ghanaian residents. Visit the oldest mosque in Ghana (from 1400s) and learn about Islamic customs from villagers.

Engage in a service project with a non-governmental organization in a predominantly Muslim community.

Interact with local Ghanaians in participating in traditional dances, storytelling and drumming and learn about the importance of these activities to the tribal culture.

Attend a guest lecture from University of Ghana and interact with University of Ghana college students.

Research W.E.B. DuBois' life of sociological study and research within his library of original manuscripts.

- D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)

- a. Participation

P-O-D: Students will be graded heavily on participation during all segments of this course. They must attend the prep course and be actively engaged and give research reports to the whole class. They must be engaged in the off-campus portion of the course and will be graded heavily upon their willingness to interact with the culture and interact with other students in the course. Students must be engaged both in the ongoing debriefing exercises off-campus and on-campus.

- b. Readings (please specify what these will be)

Lose Your Mother: A Journey Along the Atlantic Slave Route by Saidiya Hartman

Culture and Customs of Ghana (Culture and Customs of Africa) by Steven J. Salm, Toyin Falola

The Autobiography of W.E.B. DuBois by W.E.B. DuBois

- c. Journal reflections

P-O-D: Students will be required to keep journal reflections during the prep course and during the off-campus portion of the course throughout Ghana. At the end of the trip, students will need to write a final reflection about their learning within the whole course.

d. Exams

P: During the prep course, students will be tested weekly on their readings with the use of the Scholar online quiz function.

e. Papers/Presentations/Field reports, etc.

P-O-D: Students will be required to engage in a major research project of a topic of their interest regarding Ghana and present to the class in the prep course. Additionally, students will be assigned one area or topic that we will encounter during our off-campus experience in Ghana and students will present periodically during the off-campus part of this course. Students will meet at various points throughout the off-campus portion of the course to process the experiences they are engaged in. Students will engage in a final reflection just at the end of the off-campus part of this course. Students will also process their off-campus experience upon returned to campus.

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

COURSE REQUIREMENTS & EVALUATION:

Class Discussion/Attendance/Positive Involvement in Off-campus activities	250 points	25%	
Quizzes – online, other in-class assignments	250 points	25%	
Journals, Reflections, and Final Processing		250 points	25%
<u>Presentation of Research</u>	<u>250 points</u>	<u>25%</u>	
Total	1000 points	100%	

E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

This course will allow students to learn about various concepts of the global community by intensively studying the culture and people of Ghana, Africa. Students will learn about the sociological principles of race, poverty and social welfare systems within the culture of a developing sub-Saharan African country. Students will also learn the impact of the Atlantic slave trade from sub-Sahara Africa to the Americas. Students will engage in service learning projects within rural and urban schools, and a non-governmental organization. Students will learn about the culture of Ghana by engaging in interactive methods including eating, dancing, cooking and a naming ceremony in the traditional method. Students will be involved in extensive reflection activities (both written and verbal), quizzes, journal writing, presentations and research project.

F. Are there prerequisites for this course? Yes No
If yes, please list them and briefly provide a rationale.

III. Other Information

A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment.

This course was offered in May 2008 with 21 students enrolled.

B. Department(s) in which credit is to be awarded: Sociology

C. If this course will meet requirements for a departmental major or minor, please explain briefly:

This course would only satisfy sociology electives or Cornerstone 8 requirements.

D. Proposed dates of the travel course, including dates you anticipate being abroad:

Fri. April 30 (due to cheaper flights) – Tue. May 18

On Wed. and Thur. May 19 & 20, students will be engaged in debriefing on campus.

E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

The proposed site for this course is Ghana, Africa. Ghana provides a safe, stable country where the students can learn about the sociological principles of race, poverty and social welfare systems within the culture of a developing sub-Saharan African country. Ghana was the first African country to earn independence from colonial rule and recently celebrated its 50th anniversary of democratic self rule. Ghana is a country that has cooperation between the Christian and Muslim religious communities. It offers a diversity of people through four major ethnic groups and a diversity of lifestyles from modern home architecture to traditional rural thatch architecture. Ghana has developed the slave castles and dungeons into national preserves and thus offers a unique setting to learn the impact of the Diaspora. The official language of Ghana is English so students can have frequent interactions with local citizens.

F. Indicate your level of familiarity with the site(s) visited during the course.

Very familiar – we took other students to these places in the past.

G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

Physical exertion rating: 4

There is significant physical exertion in the off-campus portion of this course. Students will need to walk, ride, climb (often without elevator assistance), and carry luggage in extreme heat and humidity. Those with breathing or mobility issues may have a difficult time because of extreme dust, heat and humid conditions.

**V. Proposed Budget for the Course
(A more precise estimate is not due to the OIE until September 7, 2009)**

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$ 3488
In-country transportation	\$ 1700
Lodging (included above)	\$
Meals (included above)	\$
Events: tickets, admissions, excursions, etc. (included above)	\$
Any necessary entry visas and mailing costs	\$ 150
Misc.	\$
Other (explain):	\$
Total instructor(s) and course assistant expenses	\$ 5338

Next, estimate the cost per student, based upon the minimum enrollment number (22) from page 1 of this document:

Air transportation	\$1744
In-country transportation	\$1700
Lodging (included above)	\$
Meals (included above)	\$
Events: tickets, admissions, excursions, etc. (included above)	\$
Honorariums (included above)	\$
Tips	\$ 50
Int'l Student I.D. card is now optional, \$25 each if desired	\$
SC Study Abroad Program Fee	\$ 100
Any necessary entry visas	\$ 57
Contingency fund (\$100 recommended)	\$ 100
Other (explain):	\$
Subtotal per student expenses (based upon minimum enrolled #)	\$ 3751

Finally, divide the “Total instructor(s) and course assistant expenses” by “the minimum enrollment number (22) from page 1 of this document” to get a “per student instructor cost.” Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$ 3751
+ per student instructor cost	\$ 242
= Total per student cost	\$ 3993

Additional expenses not covered by the program for which students need to budget:

For example, passport @ \$100, books, meals, immunizations, trip cancellation insurance, etc.

Passport \$100

Immunizations \$100 approx. (Yellow Fever required)

Trip Cancellation Insurance (optional) \$148

Books \$100

Lunches @ \$8 approx. \$152

Total estimated additional expenses not covered by the course: \$600

Instructor signature: Carolyn Dallinger ** Date: 1/15/09

Instructor signature: Walter Lain ** Date: 1/15/09

Dept Chair approval: _____ Date:
(department(s) in which credit is to be awarded)

Dept Chair approval: _____ Date:
(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date:
(division of the instructor)

Div. Head approval: _____ Date:
(division of the instructor)

**Hard copy of signatures on proposal will be forwarded