

## COURSE DESCRIPTION

Since the end of World War II, both small-scale community-based organizations and large development institutions have been at the forefront of global change. Despite a massive 65-year effort from states, donors, and dedicated individuals to end extreme poverty, build economies, eradicate disease, and bring peace and security, much of the world has seen relatively little positive social change. What can be done to reverse this trend? Who or where might we look for alternatives to current and past development solutions? Where can we find hope? Yes, these may seem like big issues for such a small course, but what better place is there to experience and explore the secrets of development than Ghana?

Through this course experience you will gain an introduction to and practical experience in international and community development. You will be asked to draw upon experiences living and working in Jukwa, Ghana, on the one hand, and academic texts and best practices regarding development, on the other. The challenge throughout will be to develop your own conclusions regarding development practices. The service and academic exposure will combine with intercultural experiences to create a forum for critical reflection on community-driven service, intercultural communication, global citizenship, and development itself.

Students and the instructor will cooperate with local nonprofit and governmental agencies to identify and complete needed tasks as the completion of a community library. Student experiences working with local nonprofit agencies will provide a context through which to consider the ongoing readings and course content regarding the field of international development.

Journal assignments will begin prior to intercultural immersion and then cover the following broad themes while in the host community: integrating academics with experience, personal values & ethics, service in a cross-cultural context, global citizenship, and bringing it home.

## OBJECTIVES

**Academics:** The academic content of this course is built around the history of international development and how it informs our understanding of community development today. Through course readings, lectures, and experiences, students will develop an informed understanding of development historically and in contemporary terms, with a particular focus on Africa, especially Ghana.

**Service:** This course revolves around travel to and active participation in the life of the host community during the duration of the program. This participation includes community engagement in collaboration with a community partner organization(s). In Ghana the service may include teaching English or basic computer classes, developing materials or grant applications for various nonprofit community organizations, networking and/or computer repair, or completing the construction of a library, depending on individual student strengths and community interests. All students have skills that will be put to use and many entry-level service opportunities are available.

Students are required to perform this service work and additionally designated activities in order to receive a passing grade for the course, but do not receive further academic credit for service activities. The intercultural service experience serves as a basis for course discussion, writing, and professional development opportunities.

**Intercultural Immersion:** Through social gatherings, holidays, special events and regular downtime spent with locals, students have ongoing opportunities to immerse experience another culture. You will also have the opportunity to hear from community members through lectures that are part of the academic experience. Please prepare questions for speakers and actively engage in learning from locals throughout the course. Field trips to sites with local cultural meaning, history and attraction are also part of course activities.

**Journal Writing:** This experience will be fast and intense; you owe yourself daily journal entries so you can return and remember. Beyond being a good personal practice, regular journal writing is required for reflection on course content and experiences. The journal should merge theory with personal reflection in order to deepen knowledge about the topic at hand. Write coherently and critically analyze your own ideas as well as those presented in readings and during class discussion. Often journal topics will be assigned, but at times you will be asked to write freely, and you are encouraged to do so as often as you please.

**Class Discussion:** Students are expected to be activated learners, engaged in questioning course content and involved in regular discussion. As in any democratic discourse situation, each person is expected to offer reasons for the opinions he or she puts forward and all course members are expected to share their opinions. No ad hominem attacks will be tolerated, but you are otherwise strongly encouraged to disagree. The portion of the grade assigned to class participation will be awarded in full to students who regularly attend class *and participate*. Part of that participation includes showing up on time to course and community meetings, staying alert and professional, and contributing to discussion. As the course progresses, students will be expected to contribute to facilitation and course leadership during at least one session. Facilitation and the group journal contribution are included in the proportion of the final grade that is assigned to participation.

**Group Journal:** A group journal will be maintained throughout the intercultural learning experience. Each student is expected to complete a minimum of one entry in the group journal. This collected body of work serves as tool for the group to share ideas, critically respond to each other, and record memories from our journey. Students will receive a copy of the journal once the course is complete.

## MEASURABLE LEARNING OUTCOMES

### Academic Service-Learning Outcomes

Students who complete readings and participate in this course will be able to:

- Articulate the general history of international development,
- Analyze the role of various international development organizations and initiatives within that broad history,
- Identify and define key international development terms and concepts,
- And evaluate each of the above in the context of lessons learned in the host community.

**Intercultural Immersion and Service-Learning Outcomes:**

Students who actively participate in service and designated program activities will be able to:

- Demonstrate an increased knowledge of the host community, especially in respect to those subjects of concern to the anchor course.
- Demonstrate an increased ability to draw upon, analyze and synthesize diverse sources of information, extending from course readings to their own research and to collaborative learning while in the host community.

**Critical Reflection Service-Learning Outcomes:**

Students who engage with course activities and reflective assignments will develop skills to:

- Consider and/or apply theoretical concepts, skills, or aptitudes from the anchor course to experiences of social life in the host community.
- Critically evaluate the sources from which knowledge is drawn and actively engage in consideration of the degrees of validity of its various forms.
- Critique or defend the notion of service and its potential perils.

**Global Citizenship and Service-Learning Outcomes:**

Students who complete course readings and participate actively will be able to:

- Explain the concept of global citizenship and its relationship to international development,
- Articulate how global citizenship relates to the student's individual value framework and worldview.
- Present information on the course experience and the ethical questions it addressed to an audience.

<b>BASIS FOR GRADING</b>
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**Overall Grade:**

Journal Assignments and Critically Reflective Essays:	25%
Class Participation:	15%
Exam 1 – Terms:	15%
Exam 2 - Final Essay:	25%
Capstone:	20%

**Essay Assignment Grading Rubric:**

_____  10	Is free from grammatical or typographical error.
_____  30	Demonstrates clear understanding of the principal text, as well as other related course texts and class discussions.
_____  40	Demonstrates ability to consider the principle text in light of other authors and in light of class discussion and experiences in the field, developing original thought.
_____  20	Answers the question prompt(s) directly, considers alternatives, is well-organized, and exhausts clear counterarguments before concluding.

**UNIVERSITY and ORGANIZATIONAL POLICIES, COMMON COURTESY AND SAFETY**

- Work with us to ensure your safety. Be aware of your surroundings and if you're ever uncomfortable, please let us know. Walk in groups.
- Remember that you're a guest. If you aren't sure if something is appropriate, ask first.
- Revealing clothing is not appropriate in the part of Ghana where we'll stay.
- Remember that people will be watching you, and forming ideas about the various groups you represent based on your actions and interactions.
- Work with us to ensure your health. Be aware of how you feel, how you're eating, and how much water you're drinking. When in doubt, let us know.
- If you do anything listed below, you will be sent home at your own expense.
  - Do not do drugs.
  - Do not get drunk.
  - Do not break local laws.

**REQUIRED COURSE MATERIALS**

**Books:**

- Easterly, William (2006) *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin Press. (assigned selection)
- Sachs, Jeffrey (2006) *The End of Poverty: Economic Possibilities for our Time*.
- Rieff, David (2002) *A Bed for the Night: Humanitarianism in Crisis* (assigned selection)
- Achebe, Chinua (1959) *Things Fall Apart: A Novel*

**Online Articles:**

- Vanity Fair's Africa Issue: <http://www.vanityfair.com/politics/africa>
- "Jeffrey Sachs's \$200 Billion Dream"  
<http://www.vanityfair.com/politics/features/2007/07/sachs200707>
- "Africa: An Interactive Map" <http://www.vanityfair.com/politics/africa/map>
- Martin, Brett (2005) "Proud Harvest" *Vanity Fair*  
<http://www.vanityfair.com/politics/features/2005/05/robinson200505> ??
- *Giving Back: The Volunteers Descend on Ghana*, Holligurl.  
<http://www.aidworkers.net/?q=node/1603>
- Illich, Ivan. (April 20, 1968). *To Hell With Good Intentions*. Speech.  
[http://www.augustana.ab.ca/rdx/eng/activism\\_illich.htm](http://www.augustana.ab.ca/rdx/eng/activism_illich.htm)
- Hermes and Lensink (2007) *Impact of Microfinance: A Critical Survey*. Economic and Political Weekly. Feb. 10, 2007. <http://www.epw.org.in/epw/uploads/articles/10249.pdf>
- Basu et al. (2004) *Microfinance in Africa: Experience and Lessons from Selected African Countries*. IMF Working Paper. <http://www.imf.org/external/pubs/ft/wp/2004/wp04174.pdf>
- Traub, James. (2006) *Africa's China Adventure*. New York Times.  
<http://query.nytimes.com/gst/fullpage.html?res=9A01E7D7163EF93AA25752C1A9609C8B63&sec=&spon=&pagewanted=all>

**Other:**

- One sturdy journal.
- *How the IMF Underdevelops Africa*: <http://www.youtube.com/watch?v=aY8SjSQ110c>

- Additional readings are available online or will be provided.

#### JOURNAL GUIDELINES

- Amizade will provide you with a course journal.
- Write legibly. Use reasonably correct standard English and complete sentences.
- The instructors will read this. Don't write to please us but just have a separate place for very personal thoughts. We will sometimes ask you to share pieces of your journal in class discussion but you will be able to choose the excerpt and edit your comment as you like.
- Feel free to include artistic representation, photos and other materials that capture your experiences.
- **Journal Assignments** will not be evaluated for grammar or writing skill, but **Journal Essays** will be evaluated according to the same standard as any written classroom essay.
- Blogging is an opportunity to integrate reflective thinking, sharing with friends and family, and breaking down cultural barriers. You will have an opportunity to do that kind of blogging through journal assignments in interaction with Amizade's relationship with [www.glimpse.org](http://www.glimpse.org).

**Journal Evaluation Rubric:** Journals will be collected four times during the course. Each time the journals will be evaluated according to the scale below, for a possible 25 points at each instance of collection and a possible 100 points for journaling in total.

- \_\_\_|5 - **Voice:** that the first person writer is evident, that this is original authorship in the spirit of reflection on the topic at hand, and not written as a "report."
- \_\_\_|5 - **Understanding:** The writer has clearly understood and restated the topic at hand.
- \_\_\_|5 - **Generative Thought:** that the writer is thinking about the topic at hand, using the point of inquiry as a "jumping off point" to greater inquiry and not merely answering the question.
- \_\_\_|5 - **Error:** that the writer has accurately understood the materials (people/places/things) that we've experienced. This is particularly relative in response to history and culture talks by local experts and seminar reading.
- \_\_\_|5 - **Coherence:** that the journal, overall, is reflective of a journey experience; that the journal is organized with a table of contents, numbered pages, images and other reflective elements that pertain to the readings and help guide the reader.

#### GROUP DYNAMICS

- We will create a group agreement early in the course. This agreement serves as our constitution for the entire global service-learning experience. It also provides us with a brief exercise in creating community and being active citizens – two themes of this course.
- Students are expected to activate participation throughout the course including discussions, writing, team building, service and cultural experiences. Students will activate themselves to share as well as to listen.
- We will do regular group monitoring. One technique for this is Fist to Five. The goal is to both cultivate self-awareness and to provide an opportunity to help out members of our team. We can also make decisions in this collective format.

- Students are part of a community in this course that transcends classroom walls. Please prepare for this intensive living environment. Students are expected to be aware of their own mental, physical and social needs so they can be 100% involved in the experience. What do you need to be sane every day? Write it down. Do it. (Ex: Alone time, people time, food, sleep, shower, run).

### **Reflection on the course theme: Global Citizenship**

This course includes consideration of the concept of Global Citizenship, which put simply is the suggestion that every human life is equally valuable and that multiple positions and perspectives that do not fundamentally violate that first principle must be respected. But global citizenship is neither simple nor easily summarized, and various approaches and related activities will be considered in this class. The key, throughout, is to keep burning in the back of your mind the question of how ethics applies to global questions, and how the application of those ethics can be integrated in your life.

When reading “Why We Travel,” for example, consider why you have chosen a global service-learning experience, and what that conveys about your background. As you look at your culture pie, think about the sources of the values that are most important to you, and examine whether they are universalistic or could just be local values. As you read about historical experiences in the area where you’re serving and learning, consider which of these events occurred because outsiders thought they knew what was best for locals, and what that suggests about the idea of universal ethics and rights.

Be flexible in your thinking about global citizenship. It is a difficult question that necessitates continuous reconsideration. Yet continue to work to formulate your own response to: *How do my ethics relate to people elsewhere in the world, and how can I apply what I believe?*

### **COURSE SCHEDULE**

This course schedule is fluid. Class meetings are numbered, but they may change in order. Opportunities for excellent local learning experiences may shift the date or times of other class presentations. In global service-learning as in global travel, the name of the game is flexibility.

### **PRE-IMMERSION**

1. **Due Three Weeks Pre-Departure:** Please brainstorm a list of words that comes to mind when you think of Africa, Ghana, and Jukwa. Be free and creative - don't censor yourself. The idea with this activity is to have a basis of what we were thinking *before* we experienced the culture. Try to simply free think and fill a whole page. Write your list in your journal. Later, we will return to this master list and critique it. We will also use it as a tool to think about how we can explain the complexity of our experience to family and friends whose understanding of this country is likely based on these terms and words.

**In your Journal:** Begin your journal with a personal declaration of why you’re enrolled in this course and taking this trip, what you hope to experience, learn, or gain, and what worries you or scares you.

**Watch:**

- *How the IMF Underdevelops Africa* (Parts 1 -6):  
<http://www.youtube.com/watch?v=aY8SjSQI1Oc>

**2. Due Two Weeks Pre-Departure:**

**Read:**

- Iyer, Pico. (March 18, 2000). *Why We Travel*. Published at Salon.com.  
<http://www.goliards.net/Why%20We%20Travel.htm>
- Zemach-Bersin, Talya. 2008. "American Students Abroad Can't Be Global Citizens"  
*The Chronicle of Higher Education*. March 7, 2008.  
[http://www.yale.edu/yalecol/international/pdf/orientation/global\\_citizens.pdf](http://www.yale.edu/yalecol/international/pdf/orientation/global_citizens.pdf).

**In your journal:** Write down quotes from Iyer and Zemach-Bersin that you agreed with, identified, with, or found interesting or troublesome. Take a moment to write down a response to each.

**Online Discussion Thread:** Respond to the question, "What did Zemach-Bersin get right? What could her program have done differently? What could she have done differently?" Post your response (it should at least be the length of about one page) to our group email list.

**3. Due One Week Pre-Departure:**

**Read:**

- Achebe, Chinua (1959) *Things Fall Apart: A Novel* (Read All)

**In your journal:** Write down what surprised you or did not surprise you about *Things Fall Apart*. What did you learn about Africa? About yourself and your thoughts about development?

**Online Discussion Thread:** Respond to the question, "What is important about Achebe's story? How can we use this book to consider the field of international development? What lessons can be learned?"

**Additionally:** Introduce yourself to the group by posting an essay to the group email list that describes how you got to this point (Were you always interested in travel? In this region? In this topic? Did you decide to come long ago, at the last minute? What interests you about the trip, the course, the service?) and what you hope to gain from the course. After answering that question in 1 – 2 single-spaced pages, let us know about your interests, your family, your major, your career plans, and whatever else comes to mind when I suggest: describe yourself.

**4. Due Departure Day:**

**Read:**

- Sachs, Introduction, Conclusion
- Easterly, Introduction, Conclusion

**Email to Instructor:** In a Microsoft Word Document, please briefly summarize the arguments that Easterly and Sachs are making, the data (if any) that they are using to back their arguments,

and indicate whether you find their conclusions persuasive. After providing this brief summary of each excerpt, choose one thing that interested or enraged you in either book and explain why it did so and how you would like to see the author further develop or substantiate it. (1-2 pages, single-spaced).

### **In Your Journal**

Respond to each of the above readings separately. Indicate what you agree with, what upsets you, what you'd like to find out more about, whether you think the ideas are practical or important, and why.

## **IMMERSION - GHANA**

### **ARRIVE IN ACCRA, GHANA**

*If you're not a regular journal writer, this is the moment your journal should really begin. Lack of familiarity is an excellent muse, and we will be greeted with new sights, sounds, smells, and experiences from this point forward. Write about the journey, or the airports, or the audacity of flying over the Atlantic, Europe, the Mediterranean, and Africa, all in one rather continuous motion. Whatever you write about, begin writing on your own, for writing's sake, when you're inspired, confused, scared, or moved. Write to remember or write to process, but write.*

#### **5. Due in Accra:**

##### **Read:**

- Singer, Peter (2006) "What Should a Billionaire Give – and What Should You?" December 17, 2006. *New York Times Magazine*.
- Williams, Alex and Paula Schwartz (8/13/2006) "Into Africa" *New York Times*.

**In Your Journal:** Write your sensory experience right now upon arrival. Sights, sounds, smells, initial feelings, & impressions. Take a moment and be conscious of the present. Be as descriptive as possible. Don't analyze, just observe and record. We will share these with each other as a group.

### **Turn in Journals**

#### **6. Class Meeting 1:**      Group Agreement, Culture Pie Introductions, Introduction

**Journal Assignment:**      Respond to feedback questions in your journal.

**Due before meeting: Culture Pie:** Create a visual, pictorial description of the ingredients that make up you. Think about your history, experiences, memberships, values, education, foundation, challenges, influences, family/friends and more. You can draw this as a pie, a tree, a recipe, or any other creative picture. Add a written assignment answering the following: Looking at your "pie", reflect on your values. What are they and where did they come from? What is most important to you in life? What do you struggle with the most? How will you find out what values are important in your host community?

7. **Class Meeting 2:** Lecture: Development and its Terms

**Journal Essay:** What is development, and what are the potential problems with the definition you are utilizing? Why is the definition you choose better than available alternatives?

**Journal Assignment:** Reflect on the meaning of **community**. Answer **only 1 of the 4** following questions:

- What communities are you a part of? Explore your communities of choice vs. those of location. How do your personal values relate to your communities of choice.
- Based on your impressions so far, what are some differences between your community at home and our host community. What are some commonalities?
- Does community relate to consumerism? Do societies with less consumerism have a different kind of community? Why? Is it good or bad?
- What determines community membership? The following could be argued: Geography, nationality, culture, religion, occupation, ethnicity, economic system, choice, and interdependence. Which of these are the strongest influences in your community? Which seem strongest in the host community?

8. **Class Meeting 3:** Community and Service Discussion

**Turn in Journals**

9. **Class Meeting 4:** Exam on Development Terms

**Read:**

- *Giving Back: The Volunteers Descend on Ghana*, Holligurl.  
<http://www.aidworkers.net/?q=node/1603>
- Illich, Ivan. (April 20, 1968). *To Hell With Good Intentions*. Speech.  
[http://www.augustana.ab.ca/rdx/eng/activism\\_illich.htm](http://www.augustana.ab.ca/rdx/eng/activism_illich.htm)

**Journal Assignment:** Respond to feedback questions in your journals.

**Journal Assignment:** In reading the Illich and Holligurl assignments, what is the first word that comes to mind to capture your emotional response. Do you agree with them? Why or why not? Think about the roots of why you are on this service-learning course and put some words to them – what do you hope to accomplish for yourself and the community? What are some concrete ways we can be of service?

10. **Class Meeting 5:** Ghana, Reviewing Sachs, and MDGs

**Read:**

- Appiah, Kwame. (Jan 1, 2006). The case for contamination. Published in NY Times.  
<http://www.fjaz.com/appiah.html>

11. **Class Meeting 6:** The Dark Side of Development

**Read:**

- Rieff, David (2002) *A Bed for the Night: Humanitarianism in Crisis* – Read only the Introduction and Conclusion

**Journal Assignment:** Briefly summarize Rieff’s perspective on humanitarianism. Compare Rieff’s view to Sach’s. Which perspective do you agree with more? Why?

**12. Class Meeting 7:** Microfinance and Development Trends

**Read:**

- Hermes and Lensink (2007) *Impact of Microfinance: A Critical Survey*. Economic and Political Weekly. Feb. 10, 2007. <http://www.epw.org.in/epw/uploads/articles/10249.pdf>
- Basu et al. (2004) Microfinance in Africa: Experience and Lessons from Selected African Countries. IMF Working Paper. <http://www.imf.org/external/pubs/ft/wp/2004/wp04174.pdf>

**13. Class Meeting 8:** The Future of Development and China’s New Role

**Read:**

- Traub, James. (2006) *Africa’s China Adventure*. New York Times. <http://query.nytimes.com/gst/fullpage.html?res=9A01E7D7163EF93AA25752C1A9609C8B63&sec=&spon=&pagewanted=all>

**14. Additional Classes:** Meetings with Governmental and NGO Representatives

**Journal Essay:** Write a thank-you letter to a person in the community who contributed to you. Address the following: What did you learn from them and how does that impact how you think? What inspires you about them? How are they problem solvers and what does that make possible for others? What is your understanding of their role in their community development and what difference does that make to you and others?

**Journal Essays:** Translating the experience home. Complete **only 1 of the following 5** assignments:

- Revisit our stereotype list and write down what you have learned that challenges or deepens your understanding of this culture and community. How will you explain what you’ve learned to people whose knowledge about this community may be limited to this list of terms?
- Write a letter to family/friends or to your future self describing how this experience impacted you. What do you resolve to do with what you learned here?
- Take one photo from your collection and describe how it captures some aspect of your experience in this country.
- Write a 5-10 minute speech and a 30 second to 1-minute “elevator speech” that describes this experience beyond the standard “It was great/awesome/horrible.” Put words to the biggest lesson you learned here (about yourself and/or the culture). Share this speech with a friend or family member and reflect on their reaction.
- Submit a reflective writing about your values to “This I Believe”, a program on NPR. Have they changed since the beginning of this course? Why or why not?

**POST-IMMERSION**

**Due Two Weeks After Return: Final Reflective Paper:** Consider the service that has been completed, the issues we've learned about, and the ethical approaches to global participation we've explored. Write an essay identifying the ethical stance you choose to take in relation to (1) your home community, (2) the community where we've served, and (3) the global community. Identify the personal values and background, reasons or rationales, and experiences that lead you to take the stance you take. After you have defined and explained your particular stance, identify behaviors or actions that would demonstrate

that you are living consistently with that stance and then describe the challenges that surface to prevent that consistency. How will you address and overcome those challenges in the future and how will you know if you are succeeding in that effort? (5 – 10 pages)

**Due Three Weeks After Return: Capstone:** Prepare a presentation for a group in which you are involved. This could be a club or organization, a church, a class that you know you have access to or a media outlet you follow. If you'd prefer, make a youtube video and get at least twenty of your friends and family to watch it. Synthesize your own experiences and what you've learned in a format that is memorable and accessible and help others see what opportunities may exist for them. The presentation should be at least 7 minutes long. You should send the location, date, and audience for the presentation or the youtube link to [brandon@amizade.org](mailto:brandon@amizade.org), along with the names and email addresses of audience members who express interest in learning more about Amizade or international service-learning more generally. If you do not have any interest from the audience please send a photo of the presentation for confirmation purposes.