



Credit Hours: 3

Catalog Course Description:

The program is an examination of the dynamics of social change in Ghana. It incorporates specialized lectures, class discussion, and field trip experience. Background readings are provided by the instructor as detailed below. In all, the guest lectures and lectures by instructor on site and in class will meet TBR requirements of 37½ contact hours.

Readings: The following readings will form the core of discussions and activities.

Asimeng, Max. 1999. Women in Ghana: Their Integration in Socio-economic Development. *Research Reviews* 6(1):57-68.

Kiem, Curtis A. 1999. *Mistaking Africa*. Boulder, CO. Westview. [Chapter 1]

Leat, Diana. 2005. Theories of Social Change. *International Network on Strategic Philanthropy. Paper 4*.

Quist, Hubert O. 2003. Secondary Education – A 'Tool' for National Development in Ghana. A Critical Appraisal of the Post-Colonial Context. *Africa Development* 28(3 & 4): 186–210.

Lectures

Lecture 1: Theories of social change—Instructor introduces the major concepts and theories of social change. In particular, the following will be covered:

Concepts—change, development, and underdevelopment; static and dynamic perspectives; tradition and modernization; integration and differentiation; conflict and revolution; cultural lag.

Theories (or models)

1. Classical models: After Durkheim, Marx, and Weber
2. Development theories—modernization, dependency, world systems approaches
3. Globalization—structural adjustment, trade, brain drain, and democratic transition.

Lecture 2: The mass media and social change in Ghana. This lecture will be at the School of Mass Communication, University of Ghana. It will review the relationship between the mass media and the state, the control and freedom of the press in the last 50 years, role of the Information Services Department, and the voice of the public via media outlets in contemporary Ghana and how these have influenced changes in social, political, and economic organization.

Lecture 3: The civil service as a force for change. After students have toured the area of Accra called *The Ministries*, the Chief Director at the Ministry of Tourism will give a talk on how the civil service operates to formulate and implement public policies for change.

Lecture 4: Women in development and the changing status of women. Following a tour of some women's organizations and projects in both Accra and Cape Coast, students will attend a lecture at the University of Cape Coast on the role and changing status of women in Ghana.

Lecture 5: Local Government: continuity and change—The role of traditional rulers in development. This lecture is integrated with a visit to the palace of a local chief. The focus is on the static and dynamic aspects of change as evidenced by the role of traditional rulers in contemporary Ghana.

Lecture 6: Education as a force for change—Roundtable discussion at a public high school. Course participants will discuss the role of education with senior students in a local high school.

Participation:

Each student enrolled in the course is expected to keep a daily journal. Every other evening, the class will meet for an hour to discuss experiences on the trip. Students’ observations will be put in the context of the theories and models of change discussed earlier. Specifically, students will be expected to show how the reality of change departs from or is in consonance with theoretical expectations. Students will receive a grade for participation and for the journal entries they make.

Paper:

The course will end with an essay written by participants on site before return to the U.S. This essay will be based on questions posed by the instructor. It will allow students to reflect on the trip as a whole while addressing specific issues of social change in Ghana from their point of view. Students will be expected to discuss in this paper their observations in the context of the theories and models that have been previously discussed. There will be different sets of questions for SOC 2150 and SOC 4150.

Grading:

Grading will take into account students’ integration of reading materials and onsite experience as reflected in their completed papers, journals, and course activities.

Participation	40%
Journal entries	20%
Reflection Paper	40%
Total	100%

Grading Scale

92-100	= A
89-91	= B+
82-88	= B
79-81	= C+
72-78	= C
65-71	= D
Below 65	= F

Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.