EC\-\-260: Cross-\-Cultural Studies
Perspectives on Development
MAY 26-June 12, 2018

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COURSE DESCRIPTION
This course serves as an introduction to the topic of development through experiential education within a cross-cultural setting in a developing country. Students look at the theology of poverty, and then get an overview of economic and community development from a faith-based perspective. The role of the Church in the development process will also be explored within the study of “transformational development.” Cross-listed with IDCC 260. Estimated Course Fee $2,994.

COURSE OBJECTIVES
Development Course Objectives:
1. **Development Knowledge:** Students have a better understanding of ways political, social, cultural, economic, and religious factors intersect to shape development.
2. **Development Methods:** Students demonstrate an understanding of methods (participant observation, interviews, reflexivity and decolonizing etc.) of analyzing development in developing world contexts.
3. **Development Convictions:** Students become more thoughtful, curious, and empathetic due to their evaluation of the social, political, economic and cultural complexities from the perspective of Christian faith.

Cross-Cultural Objectives:
1. **Cognitive:** Students identify the most relevant information about the host culture's history, traditions, politics, geography, including relevant regional differences, if applicable.
2. **Intrapersonal/ Reflective:** Students discuss facets in which the host culture differs from their own (e.g., beliefs, values, attitudes and norms; cultural tensions; views of realities; paradoxes/ contradictions, ethnocentrism; ideas of time and schedules; relationship versus task; facets of home culture appearing in the host culture.)
3. **Intrapersonal/ Reflective:** Students discuss facets in which the host culture is similar to their own.
4. **Interpersonal/ Interactive:** Students explain insights students learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture. (e.g., ability to tolerate ambiguity, accept cultural differences). Students should be able to identify specific examples of individuals and groups.

Experiential Learning Initiative Deliverable (ELI)
Your time in Ghana will offer a meaningful learning experience that will contribute to community engagement and your career development. It will also result in a specific ELI deliverable relevant to your future career plans. At the beginning of the class 14, 2018, you will be required to personalize objectives that are unique to your goals and professional development:

1. **Personal:** How do you expect to grow personally (e.g. in your self-awareness, your spirituality, and how you relate to others) through this experience?
2. **Professional:** What specific skills do you plan to develop/enhance that would be transferable to your professional goals?
3. **Academic:** In what specific ways do you hope to grow as a student? How do you hope your ELI will connect to your major and classroom experiences?
4. **Community Engagement:** What do you hope to learn about the “bigger picture” of community (local or global) from your ELI?

Feedback on the learning objectives you tailor for yourself will be provided. In addition, your progress will be monitored during the course (tentatively scheduled for each Tuesday during our three-week period of travel). During the course, you will be expected to reflect on your learning experience in three ways: a daily journal, a series of questions, and a final project.

**COURSE REQUIREMENTS**

**Readings**

**Course Pack of Related Readings:**
  - **Required:** Chapters 2 & 7
  - **Recommended:** Chapters 6 & 8
  - **Required:**
    - Introduction;
    - Part One: Structures and Institutions in a Postcolonial Economy: Dr. Nii Moi Thompson & Prof. Ernest Aryeetey;
    - Part Two: A Vampire Economy with a Silver Lining: Dr. Ellen Bortei-Doku Aryeetey and Prof. Jeffrey D. Sachs;
    - Part Three: Crossing the Jordan: Simulation and Innovation in the Economy: Prof. E. Gyimah-Boadi and Dr. Gobind Nankani.
  - **Recommended:**
    - Part One: Structures and Institutions in a Postcolonial Economy: Dr. Dirk-Jan Omtzigt and Dr. Gareth Austin;
    - Part Two: A Vampire Economy with a Silver Lining: Dr. Anthony Osei and Prof. John Evans Atta-Mills;
    - Part Three: Crossing the Jordan: Simulation and Innovation in the Economy: Mr. Ken Ofori-Atta.
- *Walking with the Poor.* Bryant Myers. **Required:** Ch. 3
  - A culture or country survey.
  - Representative literature from the host culture, preferably developed by members of the host culture.
  - A study of culture including culture theory, cross cultural communication, cultural relativism, and culture shock.

**Grading**

Students’ grades will be based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
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<tr>
<td>15% - Participation</td>
<td>June 15, 2018</td>
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<tr>
<td>25% - Paper</td>
<td>May 12, 2018</td>
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<tr>
<td>10% - Essay</td>
<td>May 16, 2018</td>
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<tr>
<td>25% - Story Map</td>
<td>June 15, 2018</td>
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<tr>
<td>25% - Reflective Journal &amp; Essay (ELI Deliverable)</td>
<td>June 15, 2018</td>
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Students must complete an online course evaluation following their return from the course trip. Failure to submit the evaluation will result in a course grade of incomplete.

Grading Scale
A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C+ 77-79%, C 73-76%, C- 70-72%, D+ 67-69%, D 60-66%, F Below 60%

A. Participation (15%)
Participation measures your involvement and cooperation in the course. Students are expected to participate in all group activities including pre-season meetings in Mechanicsburg, site visits, seminars, service projects, instructional sessions on the participant observation methods, and group activities. It also includes short exercises and quizzes on history and Geography of Ghana. Students should plan to contribute to group “processing” sessions regarding observations and readings. It is also expected that students will exhibit sensitive, helpful, and courteous behavior to all persons with whom they come in contact.

B. Paper (25%)
You are expected to read three books during the course, Obed Mfum-Mensah Education, Social Progress and Marginalized Children: Historical Antecedents and Contemporary Challenges; Agyeman-Duah, Ivor (Ed.) An economic history of Ghana: Reflections on a half-century of challenges and progress; and Bryant Myers’ Walking with the Poor. Bryant Myers, Ch. 3. You should read these books by the time we travel as a way to learn more about Ghana, and challenges to development in the developing world contexts.

You will required to write a paper based on the required readings (see COURSE REQUIREMENTS). The paper should be 5-double-spaced paper with 1” margins, 12 point Roman, title page, footnotes, page numbers, and a format that follows the Chicago Manual of Style: http://libguides.messiah.edu/citation_guide. Late papers will be docked five points for each day late. Five pages means four full pages (not 3 and 3/4). The instructor will deduct up to 10 points for problems of format (generally 2-3 points for each problem), and up to 10 points for spelling, grammar, and editing problems (1 point for every two mistakes). Another way to think of the grade: 80% content, 10% format, 10% style.

Based on the selected required and recommended readings, respond to the following:
Obed Mfum-Mensah’s work offers a comprehensive overview of ways cultural, social and economic development in Sub-Saharan Africa are intersectional in nature. He employs discourse, sociohistorical and postcolonial approaches to delineate how traditionalism, religion, colonialism, neoliberalism and globalization have intersected to shape Ghana’s social, cultural, and economic development
1. In what ways did religion present both contradictions and paradoxes to Ghana’s sociocultural, socioeconomic and sociopolitical development?
2. How did contemporary initiatives on gender relations help improve the country’s social, cultural, and economic development and democratization efforts?
3. What are some of the contemporary efforts to promote community participation and empowerment in traditional communities?

Ivor Agyeman-Duah
Ghana was the first country south of the Sahara to gain independence from British colonial rule in 1957. In this collection of conversations, a wide range of commentators consider Ghana’s transition in the 50 odd-year journey from colony through Highly Indebted Poor Country to a stable and modern democracy. The test ahead lies in Ghana’s discovery of oil.
4. Will Ghana at last be able to control its own economic destiny, free of obligations to donors and the storms from world commodity markets?
5. What are the problems of social and economic development and underdevelopment?
6. What are the potential and promise of development?

D. Essay: Independent Research Project (10%)

Reading: Relevant books, Internet, relevant articles and relevant browsing on Ghana

Prompt: Choose any of the three listed readings and the additional resources I have listed here and conduct research. Then write a 2-page essay about how the class material informs our understanding of Ghana’s development. You could choose to examine any of the following:

- Culture, tradition and economic development and underdevelopment
- Chieftaincy institutions in the socioeconomic development
- Population explosion and youth unemployment in Ghanaian cities
- The contradictions of religion and development in Ghana
- Women and small scale industries in Ghana
- The paradox of small-scale mining and Ghana’s ecological and environmental preservation initiatives

You can use literature search to locate articles for this project.

E. Story Map (25%)
A major component of this cross-cultural course entails visits to different historical sites in Ghana. Students will have the opportunity to interview locals to understand the stories of the sites and villages they visit and participate in local activities. Students are required to develop a story map of one of the places they visit. The story map can take many forms as we have described below. The objective of the story map is to deepen students’ understanding of how the Ghanaian society and particularly, the locality, has evolved from social, cultural, political and economic points of view over the years.

Some of the possible projects include (but are not limited to):

- **Christian Missions, Slavery and Colonization**: As we visit the Cape Coast Castle, students may take the advantage to learn from curators and document the contradictions of Christian Missionary activities especially in regards to slavery and colonization in Ghana: Students will also document the part played by Christian missions in Ghana’s cultural, social, political and economic development and underdevelopment. The goal of this project is to discuss the contradictions of Christian missionary activities in Ghana’s history
- **Ecotourism and Development**: Students will document the history of Kakum National Park and its contribution to the ecotourism, environmental issues and development in the locale and Ghana as a whole
- **Colonialism**: The visit to Kumasi Fort will accord the opportunity for students to understand the Ashante’s rich culture and resistance to British colonization
- **Health Systems and Development**: A visit to Mampong-Akwapim Traditional Healing Center will provides the opportunity for students to understand the social, cultural, and economic dimensions of illness and efforts to preserve and revitalize the indigenous healing methods in a context of Ghana’s deteriorating health care system
- **Local Industries**: Visits to selected local industries [including Suame Printing; Farming and mining communities, James Town Fishing Community, and Great Kosa Company] will provide students a wide range of choice in understanding the challenges faced by local industries in Ghana. Students will select one of the local industries visited and learn about the history of the industry, and how the industry contributes to the social, cultural and economic development of the local people
Mechanics: You may work by yourself on the Story Map, or with up to two other students. The Story Map will tell stories of the place you choose for your project. Following your return, you will have a full week to complete the project. You must submit everything by **Thursday, June 15, 2018, 5:00 PM**. I will provide an orientation to creating a Story Map before and during travel.

**F. Reflective Journal/Essay (25%) - ELI Deliverable**

An important component of this course is journaling and personal reflection on one’s experience. Students should keep a daily journal in which they highlight key activities of the day, delineate unique observations, and reflect upon insights gained. Students should also pay particular attention to one aspect of the local culture (i.e., family relationships, education, food, business, healthcare, festivals, children’s play) about which they will write a six to eight-page participant observation paper. Notes from observations and interview with people on the specific topic should also be offset and maintained in the journal. Journals should be typed. If concerns arise about the contents of journals, the faculty leader reserves the right to discuss that with the student and any relevant college personnel.

After you have completed the course, you will be required to write 500-1,000 words responding to the following Outcome Reflection questions specified by the objectives for ELI:

1. Discuss a significant moment during this experience that left a lasting impact on you. Why was this experience significant for you?
2. What did you learn about your strengths or weaknesses? What did you discover about yourself as a person…
   a. Professionally? ______________________
   b. Intellectually? _________________________
   c. Personally? __________________________
3. How has this experience impacted or shaped your ideas about who you are called to be in a more long-term way?
4. How did this experience influence your specific career goals?
5. Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your ELI) that you gained or enhanced during your ELI.
   a. Transferable Skill 1: ______________________
   b. Transferable Skill 2: ______________________
6. Please provide one example of something that you had learned in a course at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your ELI.
7. How did your ELI experience deepen your understanding of your major and your broader educational experience (inside or outside of the classroom) at Messiah? How does your ELI experience apply to your major and/or future courses?
8. As a result of your experience in the ELI, what is one specific way you foresee your future self…
   a. Contributing to your community over the long-term?
   b. Having purposeful influence in church and society?
   c. Pursuing the work of reconciling individuals with God, each other, and/or creation?
   d. Demonstrating the love of God in service to others?
### TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 27</td>
<td>USA</td>
<td>Travel to D.C.</td>
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<td>May 28</td>
<td>APAADE Hotel, Accra, Ghana</td>
<td>Arrival</td>
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<td>May 29 - 30</td>
<td>Accra Cultural Centre University of Ghana Central University</td>
<td>Familiarization tour</td>
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| May 31 – Jun 1| Cape Coast                                     | 1. Kakum National Park  
2. Cape Coast & Elmina Castles  
3. Fishing Communities  
4. Methodist Churches in development |
| June 2        | Kumasi                                         | 1. Kumasi Fort  
2. Komfo Anokye Teaching Hospital (KATH)  
3. Suame Printing  
4. Magazine (Car Factory) |
| June 3        | Bonwire                                        | Kente Local Industry                                    |
| June 4        | Mampong, Eastern Region                        | 1. Traditional Healing Centre  
2. Aburi Botanical Garden |
| June 5        |                                               | 3. Tetteh-Quarshie Cocoa Center  
4. Visiting Farming & Mining Communities |
| June 6 - 11   |                                               | 5. We will arrange homestay for students during this period. The homestay will afford the opportunity to volunteer at the Presbyterian Church in Akropong and enable students to experience the role of the church in development. |
| June 12       | Accra                                          | 1. Great Kosa Co. - Car Manufacturing Plant  
2. James Town Fishing Community |
| June 13       | Accra                                          | Debriefing                                              |
| June 14       | Accra-USA                                      | Return                                                  |

### FINANCIAL INFORMATION

1. The course fee for this cross-cultural course is $_______ less the $200 deposit. The balance that will be assessed to your bill is $_______. (Due to the variability of international currency, please note that final course fees will be published in the fall.)
2. Cross-cultural course fees will be included as part of regular spring semester billing and will be assessed to your Messiah account. (If you are a part-time student, you will be billed for three credit hours of tuition in addition to the course fee.)
3. Your financial aid will apply to this course. Be sure to include the cost of this course in your FAFSA application for the upcoming academic year. (Individual student or group fund-raising is not permitted.)
4. Students are also eligible for the following rebates:
   a. Student living on-campus will receive a $200 housing rebate.
5. Following is the refund policy for cross-cultural courses:
   a. The initial $200 deposit is non-refundable.
b. Because payments on your behalf are typically made months in advance to travel agencies, airline companies, and assorted accommodations, many payments are non-refundable. 

Therefore, if you withdraw from participation in the trip for any reason or are removed from participation by the College after September 15th, you will be billed for any non-recoverable or non-transferable expenses incurred on your behalf. The exact amount of recovered monies can generally not be established until the trip has been completed.

SPECIAL NOTES

1. **Passports** – You must have a valid passport.
2. **Luggage** – Typically you are limited to one piece of checked luggage and one carry on. Airlines have a carry-on weight in many cases begin at 15 pounds and a checked baggage weight limit of 50 pounds. This varies from airline. Please check with your airline for their baggage restrictions.
3. **Shots** – Be sure immunizations are up to date and that you receive any vaccines recommended for travel.
4. **Telephones** – Remind your significant others that telephones may be few and far between, so you won’t be calling often.
5. **Medication** – All medication, both over-the-counter and prescribed, should be in its properly labeled container.
6. **Student Conduct** – Messiah College Standards for Student Conduct, as outlined in the Community Covenant and Student Handbook, apply to cross-cultural courses. Should it become necessary to send a student home early because of behavioral problems, the additional expense will be paid by the student being expelled from the class. Students are also required to sign a study abroad contract which outlines expectations on behavior and conduct.
7. **Information for Students with Disabilities who may Require Accommodation** - Messiah College makes reasonable accommodations for students with disabilities who are otherwise qualified to participate in its activities and programs. However, the Americans with Disabilities Act does not govern accessibility standards in other countries. The College does not discriminate on the basis of disability in admissions for study abroad programs, but is not responsible for assuring accessibility in international locations and cannot guarantee that accommodation will be available. While the College will try to arrange accommodation for special needs, students with disabilities must understand that some international experiences may not be appropriate for them. In order to address this concern, College policy requires students with special needs who require accommodation to self-identify at the time of application for participation in an international experience. These students must notify the Disability Services office of their interest in participating in an international experience and of their need for accommodation. The Director of Disability Services will meet with the student and sponsoring faculty member to determine whether the student's needs can be accommodated.
8. **Alcohol Policy** - Messiah College prohibits the manufacture, possession, use, or distribution of illegal drugs and alcohol by all students. It is expected that while students are enrolled in course work (including breaks during the academic year, i.e., Christmas break, Spring Break) they will not use alcohol or illegal drugs both on and off campus.

   **EXCEPTIONS:**
   Of-age students may responsibly consume alcohol:
   1. When they are with their parents or guardians.
   2. When the occasion is consistent with celebrations, rituals, or religious traditions (i.e., toasting at weddings, taking communion) associated with family or a host family.

If you have questions concerning the alcohol policy and/or its application to certain situations, you are encouraged to contact the Office of Community Development in Eisenhower 204, (717) 796-
5239. Violation of this policy may result in sanctions ranging from a letter of reprimand to expulsion.

9. **Insurance Policy** - The current international travel assistance insurance for which students and faculty pay when they travel abroad specifically excludes liability (i.e. refuses to pay) for losses occurring as a result of certain ultra-hazardous activities. These activities include motorcycle driving, scuba diving, skiing, mountain climbing, sky diving, professional or amateur racing, and piloting an aircraft. The insurance is not intended to cover these activities or others of the like (bungee jumping, flying in private aircraft, etc.). Faculty is not to include such activities in course curriculum or to otherwise authorize students to participate in them.
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<tr>
<th>OUTCOME</th>
<th>CWEO</th>
<th>DIMENSION</th>
<th>DEFINITION (Proficient Level)</th>
<th>NO ATTEMPT</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
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<tbody>
<tr>
<td>Meaningful Careers</td>
<td>5.d - interests, abilities, and limitations</td>
<td>Identifying Personal Strengths/Abilities (Questions 1, 2, and 5)</td>
<td>Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience</td>
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<td>1.25</td>
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<td>5.c. - sense of vocation/career that transcend career choice</td>
<td>Sense of Vocation (Questions 3 and 4)</td>
<td>Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities)</td>
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<td>Academic integration</td>
<td>Academic Integration (Questions 6 and 7)</td>
<td>Student identifies specific ways in which academic learning informs ELI experience and/or ELI experience informs classroom learning</td>
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<td>Community Calling</td>
<td>5.e. - role in community</td>
<td>Role in Community (Question 8a)</td>
<td>Student develops and specifically demonstrates awareness of his/her role, both personally and professionally, in society</td>
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<td>7.b. Leadership -</td>
<td>Leadership (Question 8b)</td>
<td>“Student identifies specific ways in which (s)he does or could have purposeful</td>
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<td>Community Engagement</td>
<td>civic responsibility</td>
<td>influence in the broader church and society” (definition of leadership from MC Leadership Model)</td>
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<td>7.c. – Reconciliation - acting responsibly and redemptively</td>
<td>Reconciliation (Question 8c)</td>
<td>Student identifies specific ways in which (s)he does or could seek to pursue the work of reconciling individuals with God, with each other, and with all of creation in the broader church and society” (definition of reconciliation from MC foundational values document)</td>
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<td>7.f. - Service - decisions based on ethic of service</td>
<td>Service (Question 8d)</td>
<td>“Student identifies specific ways in which (s)he does or could seek to demonstrate the love of God in service to others” (service phrasing from MC foundational values document)</td>
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<td>Completion of Deliverable</td>
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<td>Student has completed deliverable project in the format appropriate to bucket area and in a way that clearly summarizes ELI outcomes and reflections to an external audience</td>
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*In order for students to successfully fulfill the ELI Requirement, they must obtain at least eight (8) points on this rubric*