

Course: ANT 475 (Topics in Anthropology: Ghana Past and Present: Intersections of the Global Community) (3)

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This course explores the dynamics of Ghanaian culture prior to colonialism and after independence. As a historical site of the Malian Empire that includes diverse cultures such as the Ashanti and Ewe that predate colonial expansion, Ghana offers student a varying range of opportunities to study cultural practices. By examining communities, education, history, religion, economics and arts through various periods, students will be able to appreciate the cultural continuities that are practiced by Ghanaians. Ghana is an interesting country to study.

Ghana has contributed to the development of the global economy through it human and natural resources. It is one of the world largest exporters of gold and human capital
This course exposes students to the political and economic conditions that shaped Ghana and the institutions Ghanaians created in response to the changing economic and political conditions. As the first African country to achieve independence, Ghana has especially influenced the Pan-African Movement. Students will investigate the lives of President Kwame Nkrumah, George Padmore, W. E. B. Dubois and other seminal activist scholars who not only guided Ghanaian culture but also shaped the culture of the black Diaspora.

To understand these issues in social context of the country, students will experience varying aspects of the Ghanaian culture. They will attend lectures, museum tours, participate in events and conduct ethnographic research. The lectures will introduce the participants to several themes including culture, politics, traditional religion, education, and healing practices in Ghana. Topics to be covered include, the captive trade, pre- and post colonial Ghana, the role of women in the economy, indigenous medicine, mental health, rural and urban health, traditional festivals and cuisine.

Prior to departure, students and professor will meet several days on the CCSU campus to prepare students.

COURSE OBJECTIVES

Student will be able to understand the cultural practices of Ghanaian in a sociopolitical economic context.

Knowledge domain: Students will be able to explain the complexity and interdependency of global events and issues by demonstrating

- a) Knowledge of Ghanaian geography
- b) An understanding of the diversity of values, beliefs, ideas and world views
- c) An understanding of their own culture and how it relates to Ghanaian culture

Attitudes: Students will value and respect intercultural and global diversity by exhibiting:

- a) Curiosity and openness toward new ways of thinking, ideas and opportunities
- b) An awareness of ethnic and cultural differences
- c) The ability to examine issues objectively and without prejudice
- d) Appreciation for multiple perspectives
- e) An awareness of one's own identity and culture

Skills: Students will act as global citizens by:

- a) Thinking critically and creatively and integrating knowledge of Ghana and Africa
- b) Communicating and interacting effectively with Ghanaians
- c) Coping with unfamiliar and challenging settings with resiliency
- d) Locating information and investigating issues about Ghana and Africa

COURSE EVALUATION

During the stay in Ghana students will be required to review daily news events and participate in morning discussion groups. They will keep a journal and record daily events and activities. Students will conduct ethnographic research based on their interests as guided by the professor. Before departure, each student will meet with the Instructors to decide on the topic of his or her project. In addition to participation, each student will submit a final project within a month of return to the United States. Each student will submit an ethnographic project that will consist of a minimum of 10 typewritten pages. Papers must be properly referenced according to the American Anthropological Association's Style Guide. Papers are expected to integrate literature and field work.

Graduate Students are expected to write a 20-page paper that is theoretically grounded.

Participation

Students are expected to participate in all aspects of the program. Most evenings will be free time to enable students to interact with the local community.

TOTAL POINTS FOR EVALUATION

Participation	30%
Assignments	20%
Project	50%

On Campus Assignments:

1. Upon registering for the class, student will establish contact with a Ghanaian student through a Facebook account that has been linked to the Africana Center webpage.
2. Begin a journal of concerns, anxieties and expectations.
3. Student will study the geographical locations of Africa and Ghana.
4. Students will study the history of Ghana and its cultural diversity prior to leaving. Each student will conduct background research an aspect of Ghana culture prior to leaving. A three-page concept paper with proposed thesis or question and bibliography must be submitted to instructors two week prior to going to Ghana.

We will meet three times prior to leaving. Each participant must attend each meeting. Safety, health, accommodations and culture shock will be addressed.

Internet resources:

<http://www.ghanaweb.com/>

<http://www.ghana.gov.gh/>

www.allafrica.com

<http://www.citifmonline.com>

<http://www.modernghana.com/GhanaHome/>

Filmic Sources:

Arts of Ghana (2006). 60 minutes. Ghana. Documentary (Second week we will view this documentary.)

African Weaving (2006) Documentary (Third week will be viewed)

Readings: (Notebook of the assigned articles will be given to each student).

Adeleke, Tunde 1997: Africa and Pan Africanism: Betrayal of a Historical Cause. *The Western Journal of Black Studies* 21(2): 106-116.

Adjibolosoo, Senyo 2007 Ghana at Fifty Years Old: A Critical Review of the Historical Genesis of Why Ghanaians Are Where They Are Today. *Review of Human Factor Studies*. 13(1): 6-40.

Aries, Marcel, Hanneke Joosten, Harry Wegdam and Sjaak van der Geest 2007 Fracture Treatment by Bonesetter in Central Ghana: Patients Explain Their Choices and Experiences. *Tropical Medicine and International Health* 12(4):564-574.

Dovlo, Elom 2002 Rastafari, African, Hebrew and Black Muslims: Return 'Home' Movement in Ghana. *Exchange* 31 (1):2-22.

DuBois, W.E. B. 2005 *The Souls of Black Folk*. New York: Simon and Schuster.

Gaines, Kevin 2006 *African Americans in Ghana: Black Expatriates and the Civil Rights Era*. Chapel Hill: University of North Carolina.

Gendall, Graham 2007 Ghana's Golden Coast. *History Today*. 57(3)1:4.

Keim, Curtis 2009 *Mistaking Africa: Curiosities and Inventions of the American Mind*. Philadelphia: Westview Press.

Konadu-Agyemang, Kwadwo and Sesime Andanu 2001 Structural Adjustment Programmes and the International Tourism Trade in Ghana, 1983-199: Some Sociospatial Implications. *Tourism Geographies*. Online:<http://www.tand.co.uk/journals>.

Konadu-Agyemang, Kwadwo and Sesime Adanu 2003 The Changing Geography of Export Trade in Ghana under Structural Adjustment Programs: Some Socioeconomic and Spatial Implications. *Professional Geographer* 55(4):513-528.

- LaBranche, Stephanie 2002 Westernization of Political Legitimacy in Ghana through NGOs. *Review of International Affairs*. 2(1): 80-100.
- Lentz, Carola 2000 Colonial Constructions and African Initiatives: The History of Ethnicity in Northwestern Ghana. *Ethnos: Journal of Anthropology*, 65 (1):107-136.
- Lentz, Carola 2002 The Time When Politics Came: Ghana's Decolonisation From the Perspective of a Rural Periphery. *Journal of Contemporary African Studies* 20(2):245-274.
- Lobnibe, Isidore 2008 Between Aspirations and Realities: Northern Ghanaian Migrant Women and the Dilemma of Household (Re) production in South Ghana. *Africa Today* 55(2)53-74.
- Massucatom,Valentina, Bart van den Boom and N.N.N. Nsowah-Nuamah 2008 Remittance in Ghana: Origin, Destination and Issues of Measurement. *International Migration* 46(1):103-121.
- M'Baye, Babacar 2004 Africa, Race and Culture in the Narratives of W. E. B. Du Bois *Philosophia African* 7(2):33-46.
- McCaskie, T.C 2000 The Consuming Passions of Kwame Boakyee: An Essay on Agency and Identity in Asante History. *Journal of African Cultural Studies*, 13(1):62-82.
- Melamed, Jodi 2006 W. E. B. Du Bois's UnAmerican End. *African American Review* 40(3):533-550.
- Mikell, Gwendolyn 1984 Filiations, Economic Crisis, and the Status of Women in Rural Ghana. *Canadian Journal of African Studies* 18(1):195-218.
- Muchie, Mammo 2000 Pan-Africanism: An Idea Whose Time has Come. *Politikon* 27(2): 297-307.
- Omenyo, Cephas N. 2002 Charismatic Churches in Ghana and Contextualization. *Exchange* 13(3): 252-277.
- Oquaye, Mike 2000 The Process of Democratisation in Contemporary Ghana. *Commonwealth & Comparative Politics* 38 (3) 53-79.
- Quist, Hubert 2003 Transferred and Adapted Models of Secondary Education in Ghana: What Implications for National Development. *International Review of Education*. 49(5): 411-431.
- Rathbone, Richard. 2000 Native Courts, Local Courts, Chieftaincy and the CPP in Ghana in the 1950s. *Journal of African Cultural Studies*. 13(1):125-139.
- Simms, Rupe 2006 Christianity Is Black with a Capital "B" The Religion and Politics of Kwame Nkrumah. *The Western Journal of Black Studies* 30(2):118-128.
- van der Geest, Sjaak 2006 Between Death and Funeral: Mortuaries and the Exploitation of Liminality in Kwahu, Ghana, *Africa* 76(4): 475-501.
- van Walraven, Klaas 2002 The End of an Era: The Ghanaian Elections of December 2000. *Journal of Contemporary African Studies* 20(2):183-202.

Questions to be Considered:

Captive Trade: What was Ghana's role in the captive trade? Why are Elmina and Cape Coast important in the history of captive trade in Ghana? Why did Europeans trade in captives? How has the past history of captive trade affected contemporary Ghana.

Return Migration: What is "return migration?" Why have Diasporic Africans return to Ghana in general and Cape Coast particularly? How has the presence of returnee sustained or not sustained Pan Africanism? What is Pan Africanism? Explain the roles of George Padmore, W.E. B. DuBois and Kwame Nkrumah in the creation of Pan Africanism. Who are these individuals? Why are their lives significant?

Political History of Ghana: What is colonization? What was the impact of colonization on Ghanaian culture? What is chieftaincy? How does it operate today? What led to the resistance movement against colonial powers? How has global powers influenced contemporary Ghanaian political economy? What has been Ghana's role in the development of Africa? What are the Asante? How did they resist colonization?

Education: What is the literacy rate among Ghanaians? How do Ghanaians define education? Which strategies have been employed to ensure a high literacy rate? How is gender equity promoted through education? How does class influence schooling opportunities? How do private and public schools differ? What opportunities exist for secondary education?

Women and Development: Which roles do women assume in the formal and non-formal economies? How have women influence the political sphere of Ghanaian culture? How do women define their gender roles? How are the assumption enculturated in the younger generations?

Economic Development: What has been Ghana's integration into the global economy? What are the primary exports of Ghana? To which countries to Ghana primarily export? What has been the impact of the Volta Dam on the economic development of Ghana and surrounding countries? How has structural adjustment affected Ghana? What is the economic impact of tourism on Ghana and especially Cape Coast?

Religion: Which religions are practiced in Ghana? What is distinctive about each religious practice? Why are these characteristics considered distinctive? What is the primary role of religion in Ghanaian culture? How does the practice of Ghanaian faith community influence other aspects of the culture?

Cultural Arts: What are the indigenous arts of Ghana? What roles do these arts play in the culture and the political economy of tourism? What is African dance? How does it differ from European dance? What is the role of the drum in Ghanaian culture? Why is Kente cloth significant?

PROGRAM SCHEDULE

Wednesday June 7, 14, 21, 28--- 5.00 p.m. -0 7.30 p.m. Orientation

Detailed Itinerary

Saturday July 7 Accra	Leave CCSU at 9:00a.m. for Bradley International Airport on way to
Sunday July 8 Morning: Afternoon	Arrival in Accra, Ghana, travel by bus to Cape Coast. Tour of Cape Coast township and the University (Old and New Sites)
Monday July 9 Morning Afternoon Evening	Lectures: (1) Geography, Political History & Contemporary Politics of Ghana. (2) Women and Development in Ghana Visit women-owned small scale businesses Kotokora market and the fishing along the beach Reflections on the day's experiences.
Tuesday July 10 Morning Afternoon Evening	Lecture Theme: (1) Primary, Secondary School and Tertiary Education in Ghana Visit schools in Cape Coast - Philip Quarcoe Middle, Holy Child & Mfantshipim. Reflections on the day's experiences
Wednesday July 11 Morning	Morning: Visit twin city Sekondi-Takoradi (the harbor, railway station & chocolate factory)
Thursday July 12 Morning Afternoon Evening	Lecture Themes: (1) Chieftancy and Traditional African Religion (2) Indigenous and the Trans-Atlantic Slave Trade Visit Elmina Castle and Tour Elmina Fishing Harbor Home Stay: Move in with Ghanaian Families, Dinner with Ghanaian hosts
Friday July 13 Morning Afternoon Evening:	Visit Donkor Nsuo at Assin Manso Visit Cape Coast Castle Reflections and Group Discussions
Saturday July 14 Morning Afternoon Evening:	Visit to Kakum Forest, a Cocoa Farm and the Kakum Village Free Personal research – Individual Meetings with Instructors Group Meeting: Reflections on the Day's experiences
Sunday July 15 Morning Afternoon: Evening	Meet local experts in Traditional African Religion and Traditional Healers. Free Reflections, Group Meeting

Monday July 16	Leave Cape Coast for Kumasi, Ashanti region, Visit to Archeology site at Kumasi Fort
Tuesday July 17 Morning Afternoon	Leave for the Asantehene's Palace and Cultural Center Visit University of Science and Technology
Wednesday July 18 Morning Afternoon Evening:	Leave Kumasi for Accra via Bonnwire Kente Village Free Discussions/Research with Instructors
Thursday July 19 Morning Afternoon	Mampong Traditional Herbal Hospital and Wood Carvers' village Aburi Dubuois Center, Nkrumah Masoleum and Cultural Center.
Friday July 20	Akosombo, Volta Dam, Boat ride – all day
Saturday July 21 Morning: Afternoon: Evening;	Visit University of Ghana, Legon. Nugochi Medical Research Center African dance & drumming workshop (African Studies Center, Legon) Discussions/ Reflections
Sunday July 22 Morning Afternoon:	Program Review and Discussion of research projects Leave for Kotoka Airport on way to JFK New York and Connecticut, USA.