

# Women's Rights and Community Service Learning in Ghana

Summer 2016

Dr. Walter Rucker, Instructor and Resident Director

## **OVERVIEW:**

This intense independent study seminar introduces Rutgers students to Ghanaian history, society, and culture with a particular focus on women's concerns. Organized by Rutgers' Center for African Studies (CAS), the Department of Women's and Gender Studies (WGS), and the Department of History, the program involves student internships with a number of women's organizations in Ghana including Action Aid, Beyond Aid, the Women's Assistance and Business Association (WABA), the Medical Women's Association of Ghana, the African Women's Development Fund (AWDF), Leadership and Advocacy for Women in Africa (LAWA), and the Ark Foundation among others. Through internship placements with women's organizations, an experiential study tour, and an academic course, students will be exposed to a range of aspects of women's rights movements in postcolonial Ghana.

## **LEARNING OBJECTIVES:**

Upon completion of this course, students will be able to:

- Understand and articulate the development of women's rights movements in postcolonial Ghana
- Develop understandings of the connections between the history of women's issues and movements in postcolonial Ghana and the organizational goals of the internship partner organizations in which they have been placed
- Acknowledge the complexities and contradictions inherent in the roles of Ghanaian women, their empowerment and agency, and their oppression and subjection to patriarchal structures from the precolonial era to the present
- Explain the historical agency of Ghanaian women in social justice, human rights, and empowerment movements that seek to address their concerns and collective condition

## **REQUIRED WORK:**

Each student will be required to record their personal reflections about their internship experiences and the site visitations in the form of a travel log. In this regard, visits to the sites on the final travel itinerary are mandatory and will, in part, determine your final course grade. Students should update their journals daily and should expand on the internship experiences, group discussions, events, and sites visited that influenced their thinking about a particular subject or that were memorable in other ways. Each set of entries needs to include dates and the location in Ghana which the group was based at the time of the entry. All travel journals will be due at the end of the program.

In addition to the journal, students will write an interpretive, research, or literature review essay on a topic or theme related to the women's rights movement in Ghana. Each essay should be 3,500 words in length and should reflect the unique experiences and information gained from internship placements, the course readings and discussions, and library research conducted at the University of Ghana, Legon (Balme Library), the George Padmore Research Centre, and other local archives and research collections. Final papers will be uploaded to the course Sakai site by Friday, July 15 at 11:55PM. Upon submission, the instructor will upload all course papers to turnitin.com to check for originality. Please use ethical research protocols when preparing your final papers. See the "Writing Guidelines: Avoiding Plagiarism" section in the appendix of this syllabus for additional details.

Finally, during many weekend mornings (during or after breakfast) and every Thursday evening of this program, we will meet as a group to discuss the sites we will or have already visited or assigned readings. These meetings are mandatory and your timely presence and input are required components of this course. The morning debriefings will typically last up to thirty minutes while the evening discussions of assigned readings will be two hours in length each.

**GRADING:**

Citizenship:	20%	Course Paper:	40%
Group Discussions:	20%	Travel Journal/Daily Log:	20%

**GRADING RUBRIC:**

Exceptional:	100-90% = A	Insufficient:	69-67% = D+
			66-62% = D
Good:	89-86% = B+	Failing:	62-0% = F
	85-80% = B		
Satisfactory:	79-76% = C+		
	75-70% = C		

**STUDENT CONDUCT:**

Students are expected to be familiar with, and to abide by, the guidelines in the Rutgers University Code of Student Conduct and the Academic Integrity Policy. In addition students are not allowed to sleep, read newspapers, leave class early without permission, use cell phones (to text message, email, or talk), or hold off-topic conversations during the readings discussion sessions. At the very minimum, your “citizenship” grade will be penalized.

Any form of academic dishonesty or misconduct (e.g., cheating, plagiarism, unauthorized copying or collaboration, forging signatures, etc.) will be directed to the Chief Academic Officer and the Office of Student Conduct for adjudication before a University Hearing Board. Students found in violation of the Academic Integrity Policy may receive a disciplinary F (XF) course grade and may be subject to academic probation, suspension, or permanent expulsion. For more information, please visit [http://academicintegrity.rutgers.edu/academic-integrity-policy#I\\_AcademicIntegrity](http://academicintegrity.rutgers.edu/academic-integrity-policy#I_AcademicIntegrity).

**CITIZENSHIP:**

Your citizenship grade will be determined by your ability to comply with the terms listed in the “Expectations Contract,” this syllabus, the Rutgers University Code of Student Conduct, the Academic Integrity Policy, and any verbal directions given to you by the Resident Director (RD). In addition, your ability to actively engage the host culture in a positive manner; to interact with fellow Rutgers University students, the RD, the bus driver, tour guides, and others we encounter with respect; to be attentive and actively engaged during site visits, tours, and readings discussions; and to serve as “cultural ambassadors” of the School of Arts & Sciences, the Departments of WGS and History, Global Advancement and International Affairs (GAIA), and Rutgers University will all play key roles in the final outcome of this part of your course grade.

In short, citizenship is a set of expectations, behavioral norms, and classroom protocols agreed to by all students enrolled in this service-learning program as a means of creating and facilitating an active learning environment. What follows is a non-exhaustive list of a few of these expectations, norms, and protocols:

1. Attendance and participation in the readings discussions are mandatory. In discussions, all students are required to have completed the readings and to engage respectfully with fellow students, the instructor/RD, and any invited guests.
2. Students may not leave the readings discussion early without prior permission from the instructor. Leaving early from class without permission will constitute an absence in the class roster.
3. Students may not sleep in class or read newspapers, magazines, and other materials not directly related to the course material.
4. Students may not use smartphones, cellphones, tablets/iPads, headphones, laptops, or similar electronic devices—at any time—during the readings discussion unless specifically authorized by the instructor.
5. Students are required to use their Rutgers University email accounts when inquiring about course materials and other items related to the class. Due to federal restrictions (FERPA), the instructor may not send details about student grades for assignments or the course to a non-University email account.

**Please note that all site visits, class discussions, group meetings, and pre-planned events are mandatory in this service-learning program unless you specifically receive permission for an absence from the Resident Director.**

**THE FOLLOWING PENALTIES, SUBTRACTED FROM THE FINAL GRADE, WILL BE ASSESSED FOR PROGRAM VIOLATIONS:**

All violations of local laws or the Code of Student Conduct	-25.0% per infraction
Leaving the guest house/hotel overnight without permission	-15.0% per infraction
Consuming alcohol on internship assignments or site visits	-15.0% per infraction
Missing a mandatory site visit or class without permission	-15.0% per infraction
Missing a day of an internship assignment without prior notice	-07.5% per infraction
Missing a mandatory meeting without permission	-07.5% per infraction
Being inattentive during a readings discussion or site visit	-02.5% per infraction
Making excessive noise in the guest house/hotel after 10:00PM	-02.5% per infraction
Failing to heed verbal directions given by the RD	-02.5% per infraction
Arriving 15+ minutes late for any event, meeting, or class	-02.5% per infraction
All other violations of the “Expectations Contract”	-02.5% per infraction

**DISABILITY SERVICES:**

Students who feel they may need accommodations based on the impact of a disability should contact me to discuss their needs. In addition, please register with the Office of Disability Services (ODS) at 848-445-6800 (or by email at [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)) located in Lucy Stone Hall, Suite A145 on the Livingston Campus. Documentation is required in advance from ODS before accommodations can be made. Please visit the internet address of this office at <https://ods.rutgers.edu/> for more information.

## **PROGRAM SCHEDULE:**

### **Week 0: Orientation and Internship Placements**

#### **Thursday, May 26**

**10:00PM – 4:00PM** Arrival at Kotoko Airport, transportation to Yiri Lodge at Legon.

#### **Friday, May 27**

**8:00AM – 10:30AM** Welcome Breakfast

**11:00AM – 5:00PM** Welcome Lunch and Internship Placements Hosted by the African Women's Development Fund (AWDF)

**6:00PM – 8:00PM** Welcome Dinner at Yiri Lodge

#### **Saturday, May 28**

**8:00AM – 11:30AM** Breakfast, debriefing, and orientation (instructions for using taxis to get to internship sites)

**11:30AM – 5:00PM** Depart for group lunch, tour, and site visits  
(Visit local pharmacy, grocery store, banks, restaurants, mall, lorry parks, and other conveniences and amenities)

#### **Site Visits:**

**University of Ghana-Legon: one-hour visit**

**Osu: one-hour visit**

**Makola Market: two-hour visit**

**7:00PM – 8:30PM** Group Dinner

#### **Sunday, May 29**

**8:00AM – 9:30AM** Breakfast, debriefing, and orientation

**10:00AM – 4:00PM** Depart for group lunch, tour, and site visits

#### **Site Visits:**

**Kwame Nkrumah Mausoleum: one-hour visit**

**Independence Square: one-hour visit**

**W.E.B. DuBois Centre for Pan-African Research: two-hour visit**

**4:30PM – 6:30PM** Group Dinner and departure for students interning at Bududuram or the Eastern Region

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### **Week 1: The Women's Manifesto for Ghana**

#### **Monday, May 30 – Thursday, June 2**

**9:00AM – 4:00PM** Internships

#### **Thursday, June 2**

**6:00PM – 8:00PM** Reading Discussion

**Readings:** *The Women's Manifesto for Ghana*. Accra, Ghana: Coalition on the Women's Manifesto for Ghana, 2004.

Archampong, Elizabeth, “Marital Rape: A Women’s Equality Issue in Ghana” (2010) (accessed from <http://theequalityeffect.org/> on 01/02/2016)

Archampong, Elizabeth and John Burke Baidoo, “The Treatment of Consent in Sexual Assault Law in Ghana” (2011) (accessed from <http://theequalityeffect.org/> on 01/02/2016)

Amoakohene, Margaret Ivy. “Violence against Women in Ghana: A Look at Women’s Perceptions and Review of Policy and Social Responses,” *Social Science & Medicine*. 59 (2004): 2373-2385.

**Friday, June 3**

7:00AM – 8:00AM

9:00AM – 3:30PM

4:00PM – 5:30PM

[Akwapim/Eastern Region Excursions]

Breakfast, trip debriefing, and morning departure to Akwapim

Aburi Gardens [Lunch @ Noon], Professor Asari Opoku, & Tetteh Quarshie’s Cocoa Farm

Aburi Woodcarvers, return to Yiri Lodge

**Saturday, June 4**

8:00AM – 9:30AM

12:00PM – 2:30PM

3:00PM – 5:00PM

Breakfast, trip debriefing, and morning departure to Eastern Region

Lunch at Senchi River Resort [Boat ride and tour on the Volta River]

Akosombo Dam, return to Yiri Lodge

**Sunday, June 5**

Free Day in Accra

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**Week 2: Women in the Gold Coast Past: From the Slave Trade to Colonization**

**Monday, June 6 to Thursday, June 9**

9:00AM – 4:00PM Internships

**Thursday, June 9**

6:00 – 8:00PM

Readings:

Reading Discussion

Akyeampong, Emmanuel and Pashington Obeng. “Spirituality, Gender, and Power in Asante History.” *The International Journal of African Historical Studies*. 28 (1995): 488-508.

McCaskie, T.C. “The Life And Afterlife Of Yaa Asantewaa,” *Africa: Journal of the International African Institute*. 77 (2007): 151-179.

Rucker, Walter. “Women, Regeneration, and Power,” in Walter Rucker, *Gold Coast Diasporas in the Americas* (Bloomington: University of Indiana Press, 2015), 207-228.

Akosua Aidoo, Agnes, "Asante Queen Mothers in Government and Politics in the Nineteenth Century," in Filomina Chioma Steady, ed. *The Black Woman Cross-Culturally* (Rochester, VT.: Shenkman Books, Inc., 1985), 65-77.

**Friday, June 10**

7:30AM – 9:00AM Breakfast, trip debriefing, and morning departure  
12:00PM – 3:00PM Lunch, Kumasi Tour, & Military Museum  
4:00 PM – 5:00PM Manhyia Royal Palace and Museum, overnight in Kumasi

**Saturday, June 11**

7:30AM – 9:00AM Breakfast and excursion debriefing  
9:30AM – 10:30AM Okomfo Anokye Sword  
11:00AM – 2:00PM National Culture Centre [Lunch @ Noon], Prempeh II Jubilee Museum  
2:30PM – 4:00PM Kejetia Market

**Sunday, June 12**

7:30AM – 8:30AM Breakfast and excursion debriefing  
9:00AM – 2:00PM Craft Village—Ntonso  
Craft Village—Bonwire  
Craft Village—Ahwiaa  
3:30PM – 7:00PM Afternoon departure, evening arrival at Yiri Lodge

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**Week 3: Origins of the Women's Rights Movement**

**Monday, June 13 to Thursday, June 16**

9:00AM – 4:00PM Internships

**Thursday, June 16**

6:00PM – 8:00PM Reading Discussion  
Readings Gbedemah, Hilary Amesika, "Trokosi: Twentieth Century Female Bondage—A Ghanaian Case Study," in Johanna Bond, ed. *Voices of African Women: Women's Rights in Ghana, Uganda, and Tanzania*. (Durham, N.C.: Carolina Academic Press, 2004), 83-95.

Akurang-Parry, Kwabena O. "Aspects of Elite Women's Activism in the Gold Coast, 1874-1890." *The International Journal of African Historical Studies*. 37 (2004): 463-482.

Akoto, Dorothy B E A. "Women and Health in Ghana and the Trokosi Practice: An Issue of Women's and Children's Rights," in Apawo Phiri, Isabel and Sarojini Nadar, eds., *African Women, Religion, and Health: Essays in Honor of Mercy Amba Ewudziwa Oduyoye* (Maryknoll, NY: Orbis Books, 2006), 96-110.

**Friday, June 17 to Sunday, June 19**

**Free Weekend**

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**Weeks 4-5: Ghanaian Women's Empowerment in the Postcolonial Era**

**Monday, June 20 to Thursday, June 23**

**9:00AM – 4:00PM Internships [Final Week]**

**Thursday, June 23**

**Readings**

**Reading Discussion**

**Darkwah, Akosua K., "Trading Goes Global: Ghanaian Market Women in an Era of Globalization," *Asian Women*. 15 (2002): 31-49.**

**Ofori-Baodu, Gloria, "Ghanaian Women, the Law, and Economic Power," in Johanna Bond, ed. *Voices of African Women: Women's Rights in Ghana, Uganda, and Tanzania*. (Durham, N.C.: Carolina Academic Press, 2004), 349-365.**

**Fallon, Kathleen M., "Transforming Women's Citizenship Rights within an Emerging Democratic State: The Case of Ghana," *Gender and Society*. 17 (2003): 525-542.**

**Appiah, Estelle Matilda, "Affirmative Action, Gender Equality, and Increased Participation for Women, Which Way for Ghana?" *Statute Law Review*. 36 (2015): 270-279.**

**Adomako Ampofo, A. "Collective Activism: The Domestic Violence Bill Becoming Law In Ghana." *African And Asian Studies*. 7 (2008): 395-421.**

**Friday, June 24**

**7:30AM – 9:00AM**

**1:00PM – 3:00PM**

**3:00PM – 4:30PM**

**[Cape Coast/Central Region Excursion]**

**Breakfast, trip debriefing, and morning departure**

**Assin Manso (The Slave River & Slave Market)**

**Walking Tour—The Town of Elmina**

**Saturday, June 25**

**7:30AM – 9:00AM**

**9:30AM – 11:30AM**

**Noon – 1:30 PM**

**2:00PM – 4:00PM**

**Breakfast and debriefing**

**Slave Castle—Elmina Castle**

**Group Lunch at Coconut Grove Resort**

**Beach at Coconut Grove**

**Sunday, June 26**

**7:30AM – 9:00AM**

**9:30AM – 11:30AM**

**5:00PM – 7:00PM**

**Breakfast and debriefing**

**Slave Castle—Cape Coast Castle and Museum**

**Group Dinner at One Africa**

**Monday, June 27**

**7:30AM – 9:00AM Breakfast and debriefing**

**9:30AM – 11:30AM Kakum National Park**

**Tuesday, June 28**

**Free Day in Cape Coast**

**Wednesday, June 29**

**7:00AM – 8:00AM Breakfast and morning departure to Yiri Lodge**

**Free Day in Accra**

**Thursday, June 30**

**4:00PM – 5:00PM Discussion: Program Reflections**

**6:00PM – 8:00PM End of Program Dinner**

**Friday, July 1**

**8:00AM – 8:00PM Departure from Kotoko Airport**

## Appendix A

### Women's Rights and Community Service Learning in Ghana—Summer 2016

#### Expectations Contract

The following are my expectations of all students enrolled in the Women's Rights and Community Service Learning in Ghana Program at Rutgers University. Please read closely and sign:

I, \_\_\_\_\_, agree to the list of expectations provided by the resident director of the Women's Rights and Community Service Learning in Ghana Program.

- ❖ Please be respectful and mindful of the cultures we encounter. Do not be openly judgmental and, certainly, do not be verbally abusive of—or offensive to—the people with whom we interact. It is fine to make note of cultural differences. It is not acceptable to judge an entire culture based on what you perceive to be differences.
- ❖ Please keep minor complaints to yourself. Try to be positive, open-minded, patient, helpful, and good humored.
- ❖ Please use the “buddy system” and watch out for your colleagues. At all times, especially including night-time excursions, the RD should know the whereabouts of all program participants. Before going to any club or bar at night, inform the RD so that s/he can assess any safety concerns in the area your group plans to visit.
- ❖ If you are planning to go somewhere specific during a free day or evening, please let everyone in the group know so that, if they would like to go with you, they can (e.g., dinner, a night club, a beach, a market, etc.). You are advised, however, to not leave the hotel alone at night and you will need to inform the RD of your destination, who will be accompanying you, and your expected time of return.
- ❖ Please know your limits when deciding to go out at night. While Ghana is relatively safe, things can happen to anyone, anywhere, at anytime (the tragic news a few years ago in Aruba is a good reminder of this). If you leave the hotel at night, be sure to go out in groups of three or more. Do not travel anywhere alone—especially at night—and follow all safety advice given to you by the RD.
- ❖ Please practice courtesy in your hotel rooms, especially between the hours of 10:00PM and 7:00AM. Do not congregate in the hallways and keep the noise down both inside and immediately outside of your rooms. Every hotel we visit will have places you can meet other classmates after hours (e.g., bars, restaurants, pools, outdoor seating areas) which are available well after midnight.

- ❖ Please note that all components of this course, including site visits and readings discussions are mandatory. Unless you receive explicit permission from the RD, you must be present at all program-related functions, including debriefings, discussions, site visits, internship assignments, etc.
- ❖ Please be on time to everything, including the morning debriefings and the evening discussions. In addition, please respect time limits given to you at certain sites (e.g., when shopping at the craft markets). At times, we'll have to limit our time at particular places so that we can have lunch on time, so that we can drive back on a particularly treacherous roadway to our lodging before sunset, or so that the tour agency staff can return to their homes at a decent hour.
- ❖ Please pack reasonably (e.g., one large checked bag and one medium-sized carry-on roller bag, for example, leaving from and returning to the U.S.) and remember that you are responsible for your own property. No one should bring more luggage than they can carry.
- ❖ Please avoid drinking excessively. U.S. students have a terrible international reputation for public drunkenness. While the legal drinking age in Ghana is 18 (and, thus, everyone in the program is allowed to purchase and consume alcoholic beverages), please do not embarrass yourself, the program, or Rutgers University in this regard.
- ❖ If you are not a morning person, please keep to yourself until you are ready to interact with others (this does not exclude you from morning debriefings, but just advises you to avoid being moody around others).
- ❖ Please be quiet, listen, and pay attention when resident directors, tour guides, and others (especially elders) are talking or giving instructions. In Ghana, failure to do so is seen as particularly rude behavior and you may end up ruining the reputation of the program. On this note, you are not to use mp3 players (e.g., Ipods) or have headphones on during discussions, lectures (including those provided on the bus by tour guides and guest lecturers), or guided tours.
- ❖ Please be respectful of other classmate's interests in our group. We will visit sites which may appeal, for personal, spiritual, or intellectual reasons, to some in the group, but not others. Please do not ruin someone else's experience at sites which you may not be very interesting to you by complaining, being obviously bored and disinterested, or attempting to rush the tour. We are only in Ghana for five weeks and, for many of you, this will be a once-in-a-lifetime experience.
- ❖ If you suspect that any of your items have been stolen, please consult with the RD first before confronting the suspected thief. In some instances, students you may have misplaced items and unjustly accusing someone of theft may cause many unintended consequences.

- ❖ Tips are mandatory in specific circumstances. Even if you are not eating with the group, you will be expected to tip as a sign of respect to the wait staff for their hospitality. Please keep in mind that part of the reason you will receive exceptional treatment at particular restaurants, hotels, and other sites in Ghana is because previous program participants gave tips and were otherwise courteous and respectful in ways that many foreign visitors are not.
- ❖ When we travel as a group, please avoid telling anyone who is not directly connected to the service-learning program the name or location of our hotel. This will ultimately cause our group and the hotel staff a lot of unnecessary hassle.
- ❖ While traveling on the tour agency bus, please do not open windows in order to accept items. It is a routine practice by certain street vendors to throw items into an open window with the expectation that you will pay for them. Anyone who does this will have to pay for any items thrown through the window to avoid further complications or delays.
- ❖ Please do not accept packages from individuals you do not know before boarding the return flight to the U.S. If you do, I hope you have a good lawyer and/or an extraordinarily high tolerance for living for long periods in confined spaces (e.g., jail and prison cells).

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Signature

## Appendix B

### Site Visit Descriptions

#### ACCRA & THE EASTERN REGION

Accra, Ghana: Capital of modern Ghana and an important historical site for both the Atlantic slave trade and the anti-colonial movement, Accra is one of the most important cities in all of West Africa. A booming metropolis, Accra has a number of significant locations for this study abroad course.

- ❖ University of Ghana-Legon: As Ghana's flagship university, the Legon campus has an exceptional library and archive. This campus also has a bookstore with books which are difficult to purchase anywhere else.
- ❖ W. E. B. DuBois Centre for Pan-African Research: This site contains the home and burial site of one of the most famous African-American intellectuals and political activists. Commissioned by President Kwame Nkrumah to write the *Encyclopedia Africana*, DuBois renounced his U.S. citizenship and spent the last years of his life in Ghana. While most of his personal papers have been sent to the University of Massachusetts, DuBois's library, personal items and a handful of his writings are still housed at the Centre.
- ❖ Kwame Nkrumah Mausoleum: Because of his almost single-minded commitment to Pan-African unity, Ghana's first president is often described as "a good African, but a bad Ghanaian." Despite this ambiguous legacy, Nkrumah is still celebrated as the first president of an independent African state in the modern era. This mausoleum not only contains his burial site, but also has a museum which commemorates Dr. Nkrumah's most important achievements.
- ❖ Aburi Gardens: Built by the British during the era of imperialism, Aburi holds a truly magnificent botanical garden and a panoramic view of the Accra Plains from its summit. This site offers students an insight into the stark contrasts evident in the colonial system. While the gardens were first constructed to serve as a place of relaxation for British officers and colonial officials, it was literally built by what amounts to slave labor. In its current setting, Aburi Gardens is the location of an institute which seeks to link West African healing practices with "modern" and Western approaches to medicine.
- ❖ National Museum: By far, this is the best museum in Ghana. The various archeological displays of examples of the divine crafts and historically significant items are second to none. One will find a variety of artifacts, ranging from linguist staffs and stools to masks and kente cloths.
- ❖ National Theatre: Built by China during the 1990s, this impressive edifice in downtown Accra houses a modern theatre for plays, dance performances and an occasional movie. While we will likely not be able to see a performance during the study tour, the building itself is worthy of a visit.
- ❖ Independence Square: Also known as "Black Star Square," this was the site where Dr. Nkrumah delivered his inaugural speech as Ghana's first president.
- ❖ George Padmore Research Centre: This site is dedicated to one of the main twentieth-century advocates of Pan-Africanism and African unity. A personal friend and mentor of Dr. Nkrumah, Padmore was one of the most under-appreciated Pan-Africanist thinkers of the twentieth century.

- ❖ Arts & Craft Centre: Second probably to Kumasi’s Centre for National Culture, this location is one of the best places in Ghana to see craftspeople ply their various trades.
- ❖ Osu: A southern suburb of Accra, Osu is the location where most foreign students live during extended study abroad stays. With its many internet cafes, night clubs and modern restaurants, this cosmopolitan region provides a sharp contrast to the images many Americans have regarding life in Africa. For those craving hamburgers, pizza, and ice cream, Osu is one of the few places in Ghana where students can get access to “familiar” food.
- ❖ Makola Market: With more of the truly West African market flavor than what is found at the Arts Centre, Makola will provide students with a sense of a real West African market. Most vendors at Makola and other markets are female which signifies the historical importance women played in West African economies.
- ❖ Tetteh Quarshie’s Cocoa Farms [Akwapim Range]: Before the beginning of the colonial era, a Gold Coast farmer named Tetteh Quarshie smuggled cocoa plants to this region outside of Accra from the Atlantic Island of Principe. By the late 1870s, thousands of Gold Coast farmers were growing cocoa and, even now, Ghana is one of the world’s largest producers of cocoa. Of course, it was the 1945 strike started by cocoa farmers in the Gold Coast which demonstrated to Dr. Nkrumah that capitalism would only oppress non-European peoples around the world. To break the strike, Great Britain promised to give the cocoa farmers more than £5 million in profits from the sell of Gold Coast cocoa. Unfortunately, the farmers never saw these profits and, within ten years, they became the base of Nkrumah’s non-violent revolution against British imperialism. In this regard, Quarshie’s Cocoa Farms are a lasting testament to African ingenuity, the economic vices of imperialism, and the problems of monoculture and neocolonialism.
- ❖ Akosombo Dam [Volta River Project]: What was to be Dr. Nkrumah’s crowning achievement ultimately became his worst mistake. Hoping to build an independent source of hydroelectric energy, Nkrumah had the dam paid for through financiers in the U.S., Great Britain, and the World Bank. The predatory loan required to build this project, sunk Ghana into an ocean of debt and the nation was still paying for this circumstance in the 21<sup>st</sup> century. In addition to building a dam, Nkrumah also envisioned an aluminum factory using bauxite from Ghanaian mines and energy from the Volta River Project. Again, his best made plans went awry and a U.S. based corporation—Valco—monopolized both the aluminum production and more than 70% of all the energy generated by the dam through 2005. Though Valco’s lease expired in 2006, there is no doubt that the U.S. will continue to play a determining role in the Volta region. This was the first, but certainly not the last, experience Ghana had with neocolonial domination.

## KUMASI

Kumasi, Ghana: Seat of power of the Asante Kingdom, Kumasi—for the past three centuries—has been one of the most important commercial and political centers in all of West Africa. This region is still surrounded by a number of craft villages which supply a lucrative export trade in Ghanaian art. Historically, Kumasi was an important stop for many African slaves, captured originally in Northern Ghana, who eventually embarked on ships leaving the Gold Coast during the era of the slave trade.

- ❖ National Culture Centre: One of Ghana’s most important museums is located in downtown Kumasi. The Centre has a sizable collection of archaeological findings and

contemporary Ghanaian art. On the grounds of the Centre is a sizable market place where visitor's can purchase items from a number of craft villages which surround Kumasi.

- ❖ Prempeh II Jubilee Museum: Sharing the same grounds as the Centre for National Culture, the Jubilee Museum has an amazing collection of historical artifacts from the reign of Nana Agyeman Prempeh I—king of the Asante who gave in to British imperial rule. Prempeh was eventually captured by the British and imprisoned at Elmina Castle and, later, exiled to Sierra Leone and to the Seychelles. The museum contains three important artifacts: 1) a copy of the “fake” golden stool given to British authorities in 1900 who wanted to destroy this symbol of Asante pride and identity; 2) a picture of the real golden stool which descended from the sky more than three hundred years ago; and 3) the royal cask of Nana Osei Tutu, the original king of Asante who founded the kingdom more than three centuries ago.
- ❖ Kejetia Market: Heralded as the largest open-air market and the longest continuous street in West Africa, this site was originally one of the larger slave markets catering to the demands of coastal traders. With more than 10,000 mostly women traders, it is one of the most massive commercial spaces in the world.
- ❖ Ntonso: Craft village and former tributary of Kumasi, Ntonso still specializes in the production of Adinkra cloth—a cloth stamped with elaborate designs and symbols which convey proverbial meaning.
- ❖ Bonwire: Craft village and former tributary of Kumasi, Bonwire still specializes in the production of Kente cloth—a ceremonial fabric worn by Asante royalty and popular worldwide for its intricate weaving patterns and designs.
- ❖ Ahwiaa: Craft village and former tributary of Kumasi, Ahwiaa specializes in the production of wood carvings. Craftsmen, using local Ghanaian tools and methods, can be seen on a daily basis plying their trade and selling their art. Ghanaian drums of various types are made in this village and artisans at Ahwiaa are specialists in the carving of Adinkra symbols-icons which hold a number of spiritual or metaphysical meanings.
- ❖ Asuofua-Asamang: Craft village and former tributary of Kumasi, Asuofua-Asamang specializes in the production of glass and clay beads. These beads are used in a variety of religious ceremonies and rites as well as for decorative purposes.
- ❖ Ampabame-Krofrom: Craft village and former tributary of Kumasi, Krofrom specializes in the production of gold weights. Since the sixteenth century, Asante craftsmen from this village have created brass statuettes of varying sizes which were used, along with weight scales, in an effort to standardize the weighing of locally produced gold bars. These so-called gold weights eventually became ubiquitous items in trading activities along the Gold Coast and, in the modern era, they have become a form of art.
- ❖ Manhyia Royal Palace and Museum: Built ironically by the British in 1926 as a replacement for the one they destroyed a decade earlier, this impressive edifice is home to the current royal court of Ghana. While the building was meant to serve as a reparation for Asante royalty in order to insure their compliance, Asantehene Prempreh I paid the British back in full in less than a year. The grounds are open to visitors and the Royal Palace contains its own museum.
- ❖ Okomfo Anokye Sword: Located on the grounds of a modern hospital, this sword marks the precise spot that the priest Okomfo Anokye received the Asante Golden Stool from the heavens some three centuries ago. According to Asante legend, if the sword is ever removed from the ground, it would signal the end of the Asante Empire.

## THE CENTRAL REGION: THE SLAVE CASTLES, THE SLAVE RIVER, AND KAKUM

The Slave Castles & Military Forts: Cape Coast Castle, Elmina Castle, Fort St. Jago, and Fort Kormantse (aka Fort Amsterdam): These four slave fortresses are located along a ten-mile stretch between Takoradi and Accra and fully epitomize the horrid slave experience. Both Cape Coast and Elmina have become UNESCO World Heritage sites and offer guided tours that include historical discussions about both the European and African role in the slave trade. Elmina was the first European fort built on the West African coast in 1482 and became the first location in the region to ship large numbers of enslaved Africans to Europe, the Atlantic Islands, and the Americas. St. Jago was built beginning in 1665 by the Dutch as a means of keeping their control over Elmina which was wrested away from the Portuguese in 1637.

- ❖ Assin Manso (the Slave River): Heading South from Kumasi towards the coastline, this location was of central importance during the slave trade. Assin Manso—located about an hour north of Cape Coast—was the last place enslaved Africans in this region were given baths before their trade to European factors on the coast. Recently, the remains of two American-born slaves were re-interred at this site as a symbolic return home.
- ❖ Kakum National Park: Roughly one hour from Cape Coast, Kakum has one of the largest remaining segments of Ghana's tropical rain forest. Amazingly lush vegetation and a detailed guided tour makes a visit to Kakum one of the most intriguing activities in all of Ghana. In addition, visitors get to navigate a 40-meter high canopy walkway which allows for a birds-eye-view of the rain forest. This particular visit will allow students to see the ecological impact of imperialism and modernization since Kakum is one of the dwindling number of pristine habitats for wildlife in Western Africa.

## Appendix C

### Writing Guidelines

#### THE MECHANICS OF STYLE:

- A. Good grammar, spelling, and punctuation are a must in any paper. At the very minimum, triple check your spelling and grammar before submitting your papers. Easily avoidable errors will weaken your overall presentation and reduce your grade. If necessary, consult the Writing Center on campus to get revision tips before turning in papers.
- B. Good organization makes the difference between an excellent paper and a confused series of unconnected ideas. Think carefully about how to arrange most effectively the material used to support your ideas. One good concept is to make outlines to help organize your essay. Try to effectively use paragraphs to separate the major ideas you are presenting in your papers.
- C. Keep your paragraphs reasonable in length, usually four to six sentences. Do not write one-sentence paragraphs (this is not a course in creative writing or journalism). Conversely, beware of paragraphs that approach one page in length.
- D. Papers **must** be **typed, double-spaced** with **one-inch margins** on all sides, and in an uploadable file format for Turnitin.com. Use the Times New Roman font at **12 point** or less. Do not try to “fudge” the margins or font size; attempts to do so are always obvious. The text on this page can serve as a good guideline: the fonts are 11 point and the margins are all one inch.
- E. Use footnotes and endnotes (or parenthetical references if you must) to indicate sources from which you extracted quotes or derived information or interpretations. As a general guideline, remember that citations serve to inform the reader who said something, when it was said, and where the statement can be found. With this in mind, be sure to:
  1. Cite the author of a particular statement, even if this statement is found in someone else’s written work.
  2. Cite the author and title of an entry in an anthology as well as the editor and title of the anthology. The article is the source of the information; the anthology is merely the location of the article.
  3. Cite the original publication date as well as the new publication date of republished or reprinted materials, as this information can be critical for the evaluation of the validity and perspective of the source.
- F. Do not overuse quotations. In general, use quotations when you want to present the exact words of a vital document, when you want to state precisely an opinion or observation by an important participant or analyst, or when you find an author’s words so cogent and colorful that they enhance your paper. Do not use quotations simply as a substitute for something that you can state in your own words.
- G. Quotations never “speak for themselves” as many uninitiated writers believe. You must provide context for any quote you use. Otherwise you force the reader to interpret your use of or infer meaning from your quotes.

Here is an example of providing “context” for your quote:

**In describing the Wounded Knee massacre and his initial reaction to the carnage, Black Elk notes** “Dead and wounded women and children and little babies were scattered all along there where they had been trying to run away.” (Neihardt, 1993, pp. 259).

If you do not know how to properly incorporate quoted material in your essay, you should not use quotes—under any circumstance—to avoid significant grading penalties.

- H. Avoid colloquial expressions. Slang is inappropriate in an academic paper.
- I. Employ language that is sensitive to gender. Many words or phrases presume that gender identity is exclusively male. Use “humanity” or “humankind” instead of “**mankind**.” Avoid generic pronouns like “**his**” or “**him**” unless referring to a specific person. For example: “A worker found *his* opportunities constrained during the Gilded Age,” presumes that the worker is male. Use “**his or her**,” or when possible make the pronoun plural and therefore gender neutral: “Workers found *their* opportunities....”
- J. Avoid using all first person and second person singular pronouns in your writing. Examples include “**me**,” “**my**,” “**I**,” “**we**,” “**our**,” “**us**,” “**you**,” “**your**” and any variations. There are ways to express yourself without using these pronouns. For example, “In *my* opinion...” can be replaced with “In the opinion of *this writer*...” Also instead of “If *you* think about this aspect...” try “If *one* thinks about this aspect...”
- K. Avoid using contractions in formal writing. Use “did not” instead of “didn’t.”
- L. Beware of “**is**,” “**am**,” “**are**,” “**was**,” and “**were**.” Such verbs have their place, but some writers act as if these are the only verbs in town. Try to minimize your use of these words and maximize your use of active verbs. Some of you may find this difficult, but please try. I think you will be happy with the results. The excessive use of passive verbs will reduce your paper grade.
- M. Avoid such omniscient, all-encompassing, and generally confusing stylistic devices as “it is believed,” “it was decided,” and “it was thought” **unless** you make crystal clear **who** believed, decided, or thought something. In other words, avoid passive voice as much as possible!
- N. Book titles should always be *italicized* or underlined. Articles and chapters in edited volumes should be enclosed in “quotation marks.”
- O. For more guidance, see Strunk and White, *Elements of Style* or Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

### **AVOIDING PLAGIARISM:**

Any form of academic dishonesty or misconduct (e.g., cheating, plagiarism, unauthorized copying or collaboration, forging signatures, etc.) will be directed to the Chief Academic Officer and the Office of Student Conduct for adjudication before a University Hearing Board. Students found in violation of the Academic Integrity Policy may receive a disciplinary F (XF) course grade and may be subject to academic probation, suspension, or permanent expulsion. For more information, please visit [http://academicintegrity.rutgers.edu/academic-integrity-policy#1\\_AcademicIntegrity](http://academicintegrity.rutgers.edu/academic-integrity-policy#1_AcademicIntegrity).

Students often unintentionally misuse their sources. Others do so intentionally. Both are unacceptable. Fundamentally, plagiarism is the offering of the words and ideas of another author's as your own. The use of someone else's ideas without proper citation is, simply, theft. The following list will suggest some forms of writing that will constitute, in the eyes of all instructors, plagiarism:

- A. The use of another's writing without proper use of quotation marks. Do not, under any circumstances, copy into your paper a direct quote, of any length, without providing quotation marks and a citation stating the source and page number of the quote.
- B. The borrowing of a distinctive phrase, use of an idea, and the paraphrasing of material without giving proper credit. Also included in this category is the mere rearrangement of phrases, ideas, or words.
- C. The use of another student's work. Collaboration between two or more students is not allowed (beyond discussing the content of the book). Turning in identical papers or papers with identical ideas and similar wording will constitute unauthorized collaboration and plagiarism.

Since you will be working with the writing of others, it is important that you learn and follow certain ethical standards concerning the use of reference material. Fortunately, plagiarism is as easy to avoid as it is to commit. The following guidelines should prevent you from inadvertently committing plagiarism.

- A. When borrowing a direct quote (using the exact words, in the exact order as they appear), always enclose the passage in quotation marks, and provide a citation—including the page number(s)—indicating the source of the quote.
- B. When paraphrasing, present the author's work in your words, using your own phrasing and style. **IMPORTANT:** Even when paraphrasing, you **MUST** provide a citation—including the page number(s)—indicating the source of the borrowed material.
- C. When in doubt, cite it.