



UNC  
GLOBAL

THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

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August 3, 2012

Administrative Board of the College of Arts & Sciences  
Office of General Education  
CB # 3510  
300 Steele Building  
UNC-CH

Dear Colleagues:

### GHANA SOCIETY & CULTURE

The Study Abroad Office in conjunction with the Department of African and Afro-American Studies writes to submit this proposal for a six week summer program in Accra, Ghana. If approved, the program will start in the summer of 2013. The proposal has been developed over the last year by Dr. Walter Rucker (Associate Professor, Department of African & Afro-American Studies) and Mr. Rodney Vargas (UNC-Chapel Hill, Office of Study Abroad). As part of this process, Mr. Vargas and Dr. Rucker conducted a site visit in March 2012 to make the initial logistical arrangements for this program.

### **Partner Institution: University of Ghana**

The University of Ghana is the premier university in Ghana and one of Africa's most prestigious universities. Established in 1948, the university has trained thousands of graduates who play integral roles throughout Ghana and in many parts of the world. Currently the student population is about 32,000 with over 1,000 international students every year. Additional **information about the UG International Programs can be found at:**

<http://www.ug.edu.gh/index1.php?linkid=193&sublinkid=557>

## **Rationale for the program**

The principal aim of this program is to provide an understanding of Ghana within a broad geographic, geopolitical, and historical context in an effort to assess and appreciate the various roles this small nation has played in movements, events, and processes that have had global implications. As part of their collective “re-awakening,” West African nations, including Ghana, have been re-positioning themselves through efforts to engage in collaborative economic, political, and strategic initiatives. Combined, these various efforts have made West Africa—as a region—a player in contemporary global affairs. Perhaps the prime example of this re-positioning is the emergence of the Economic Commission for West African States (ECOWAS)—a grouping of nations aimed at fostering economic and political integration in the face of both natural (e.g., famine, floods, and disease) and man-made disasters (e.g., military conflicts and genocide).

West Africa has a long and rich history adding further depth and texture to its modern situation. Three expansive empires—Ghana, Mali and Songhai—dominated the Sudanic portion of West Africa from roughly 300 A.D. to the 1590s and were part of trade networks that linked together much of the known world. Even smaller city-states and regional kingdoms like Timbuktu, Benin, Asante and Dahomey played integral roles not only in West African history but also in the history of the Atlantic World. West Africa was the site of the first significant encounters with Portuguese explorers during the mid-fifteenth century. The history of slavery and the many Atlantic slave trade sites dotting the West African coastline, including Gorée, Bunts Island, Cape Coast and Elmina, make this region one of the most essential locations in the study of the Atlantic World.

More recently, West Africa’s re-awakening has rekindled Pan-African ideas first proposed during the early twentieth century by scholars, activists and political figures like W.E.B. Du Bois, Marcus Garvey, George Padmore, Malcolm X and Kwame Nkrumah. In all of these processes, movements and historical developments, Ghana—the former Gold Coast—has been both central and pivotal.

## **Program Structure and Content**

The program will be offered from June 20 to August 5, 2013, and continuing every other year thereafter. The program will be based for five weeks at the University of Ghana-Legon (Legon), in addition to a week-long excursion in Cape Coast and Elmina. Students will receive UNC graded credit for two courses, which carry a total of 6 credits. The academic component of the program will be divided into two three-week courses with at least 45 contact hours each (30 hours of lectures and exams, 6 hours of evening discussions, and a minimum of 12 hours of guided site visits). A more detailed description of the course content, grading structure and overall requirements are indicated in the syllabi attached to this proposal.

The first course, **AAAD 401 Ghanaian Society and Culture**, will be taught by Dr. Rucker in classroom space provided by the University of Ghana-Legon. AAAD 401 is designed to be a chronological and interdisciplinary examination of Ghana, the Atlantic World, and the diaspora of peoples, ideas, and cultural forms leaving and returning to the region in the period after the 1440s. The course to be taught in Ghana will focus on the slave trade, the creation of Black Atlantic identities and cultures, Pan-Africanism, African American and Caribbean expatriates in Ghana, and the modern diaspora of Ghanaians in the Atlantic World. AAAD 401 will be punctuated by a one-week excursion to Cape Coast and Elmina—locales essential in historical understandings of the transatlantic slave trade.

This first course will serve as a primer for the more advanced seminar **AAAD 412 West Africa: Society and Economy in the 20th Century** that will be taught in classroom space provided by the University of Ghana-Legon by Dr. Akosua Darkwa. Dr. Akosua Darkwah, is a faculty member in the Department of Sociology at the University of Ghana-Legon and has served as a lecturer for the “Duke in Ghana” program since 2006 and a visiting professor in Women’s Studies at Duke University during the 2010-11 academic year. Dr. Darkwah has published extensively and presented on women in informal West African economies, Ghana and the global economy, and labor relations in modern Ghana, which will be the focus of this course.

In both AAAD 401 and AAAD 412, course lectures and discussions will be punctuated by site visits to locales pertinent to the topics covered in class. In this manner, learning about the slave trade ahead of a visit to Elmina and Cape Coast castles; having a discussion about women in informal West African economies before visiting and interacting with market women at Makola Market; and reading about Kwame Nkrumah’s theories and experiences with neocolonialism as preparation for a visit to Akosombo Dam will provide a powerful set of intellectual reinforcements for issues encountered in the classroom. Intertwining the academic with the experiential in this particular way serves as, perhaps, the best rationale for a program of this nature.

Throughout the six-week program, there will be two hours of lectures each week day in the mornings (9:30 to 11:30 am), two to three afternoon (1:30 to 4:30 pm) site visits per week related to course material, and at least one weekly evening (4:00 to 6:00 pm) discussion. Please see **Appendix I** for the proposed courses schedule for the summer 2013 and **Appendix II** for the program syllabi.

### **Program Activities**

The program will include two mandatory weekend excursions (to Ho and Kumasi), a mandatory week-long excursion to Cape Coast and Elmina, and an array of optional weekend excursions (Takoradi/Secundi, Mole National Park, and the *Dodi Princess* Cruise on Lake Volta). Other optional activities for students enrolled in the program include drumming instruction and Akan/Twi language lessons. The resident director will accompany students on all mandatory weekend and weeklong excursions.

## **Program Requirements**

There are no prerequisites for any of the two courses. Students will be required to have a minimum GPA of 2.75 and be rising sophomores. All applicants will be interviewed as part of the selection process. The program will be available to eligible UNC-Chapel Hill, NC State University and NC Central University undergraduate and graduate students. There is no language requirement. The minimum number required to run this program will be 10 students and the maximum number of students that can be accepted in the program is 20, based on limitations related to managing the field excursions.

## **Student Accommodation and Resources**

Students and the resident director will stay at the University Guest Centre in the Legon Campus in Accra. The Guest Centre has meeting rooms, a Resource/Information Centre, Internet Café, coffee shop, restaurant, all set in a large and beautiful landscaped courtyard. From the University of Ghana campus, students will have easy access to clinics, banks, a shopping center, travel agencies, bookstores and convenience food markets conveniently located in downtown Accra.

The local arrangements and logistics, including transportation, afternoon and weekend excursions, group meals (if any), and hotel accommodations, will be handled by Sunseekers Tours (<http://www.sunseekerstours.com/>).

## **Safety and Security in Ghana**

The US State Department reports on its website that “pick-pocketing, purse-snatching, and various types of scams are the most common forms of crime confronting visitors. Travelers have reported these types of theft at crowded markets, beaches, parks, and tourist attractions. Incidences of violent crime, such as armed robbery, are on the rise, including reports of armed robberies in expatriate residential areas. Victims who resist attackers run a high risk of serious physical injury. Take security measures, such as traveling in groups and avoiding travel at night. Avoid travel in communal taxis. Travelers who limit their display of jewelry and handle their cash discreetly reduce their vulnerability to crime. Travelers are advised to carry limited amounts of cash and only photocopies of key documents”. Students will be offered information and advice on how they may keep themselves as safe as possible during pre-departure orientation and after arrival in Ghana.

The US State Department offers additional specific information on Ghana at the following web site:

[http://travel.state.gov/travel/cis\\_pa\\_tw/cis/cis\\_1124.html](http://travel.state.gov/travel/cis_pa_tw/cis/cis_1124.html)

We hope this proposal has given a clear representation of the summer study abroad program that we wish to offer in 2013 and thereafter. We are happy to provide any further information that you may need to evaluate this proposal.

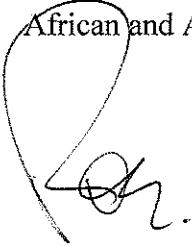
Sincerely,

A handwritten signature in black ink, appearing to read "Eunice".

Eunice N. Sahle,

Chair

African and Afro-American Studies Department

A handwritten signature in black ink, appearing to read "Robert Miles".

Robert Miles,

Associate Dean for Study Abroad and International Exchanges

**APPENDIX I SCHEDULE**

DAY	DATE	LOCATION	ACTIVITY	CONTACT HOURS
Thursday	06/20/2013	Accra	Travel to Accra; noon-8p arrivals.	
Friday	06/21	Legon: University of Ghana	Student orientation and campus tour (e.g., bookstore, internet café, library), 8a to 11:30a. Facilitated by the University of Ghana Office for International Programmes.	
Saturday	06/22	Legon/Accra	Orientation workshop and discussion: "Cultural and Social Norms in Contemporary Ghanaian Society," 9a to 11:30a. Facilitated by Drs. Walter Rucker and Akosua Darkwah.	
Sunday	06/23	Legon	Free Day	

**Week One**

Monday	06/24	Legon: University of Ghana	AAAD 401: 9:30a-11:30a	2
			Accra City Tour, Osu Tour: 2p-4p	
Tuesday	06/25	Legon: University of Ghana	AAAD 401: 9:30a-11:30a	2
			Evening discussion: 4p-6p	2
Wednesday	06/26	Legon: University of Ghana	AAAD 401: 9:30a-11:30a	
			National Museum: 2p-4p	
Thursday	06/27	Legon: University of Ghana	AAAD 401: 9:30a-11:30a	2
			Library time to prepare for Midterm Exam	
Friday	06/28	Legon: University of Ghana	AAAD 401: 9:30a-11:30a [Midterm Exam]	2
			Departure for Cape Coast/Elmina, arrival at 3:30p	
Saturday	06/29	Cape Coast/Elmina	Kakum National Park: 10a-noon	
Sunday	06/30	Cape Coast/Elmina	Free Day	

**Week Two**

Monday	07/01	Cape Coast/Elmina	AAAD 401: 9:30a-11:30a	2
			Instructor Guided Tours: Fort Amsterdam, Kormantse Village, Anomabo Village: 1p-5p	4
Tuesday	07/02	Cape Coast/Elmina	AAAD 401: 9:30a-11:30a	2
			Instructor Guided Tour: Elmina Castle: 1p-4p	3

			AAAD 401: 9:30a-11:30a	2
Wednesday	07/03	Cape Coast/Elmina	Instructor Guided Tour: Cape Coast Castle: 2p-4p	2
			AAAD 401: 9:30a-11:30a	2
Thursday	07/04	Cape Coast/Elmina	One Africa & Evening Discussion: 4p-6p	2
			AAAD 401: 9:30a-11:30a	2
Friday	07/05	Cape Coast/Elmina	Instructor Guided Tour: Assin Manso: 1p-3p; Depart for Kumasi after Assin Manso tour, arrival at 6p	2
Saturday	07/06	Kumasi	Prempeh II Jubilee Museum, Natural Culture Center, and various craft villages (Ntonso, Bonwire, Ahwiaa): 9a-3p	
Sunday	07/07	Kumasi	Manyhia Royal Palace and Museum and Obuasi: 9a-2p; Depart for Legon/Accra, arrival at 5p	

### Week Three

			AAAD 401: 9:30a-11:30a	2
Monday	07/08	Legon: University of Ghana	Evening Discussion: 4p-6p	2
			AAAD 401: 9:30a-11:30a	2
Tuesday	07/09	Legon: University of Ghana	W.E.B. Du Bois Centre for Pan-African Research; George Padmore Library: 1p-4p	
			AAAD 401: 9:30a-11:30a	2
Wednesday	07/10	Legon: University of Ghana	Kwame Nkrumah Mausoleum: 2p-4p	
			AAAD 401: 9:30a-11:30a	2
Thursday	07/11	Legon: University of Ghana	Library time to prepare for Final Exam	
Friday	07/12	Legon: University of Ghana	AAAD 401: 9:30a-11:30a [Final Exam]	2
			Free Evening	
Saturday	07/13	Legon	Free Day	
Sunday	07/14	Legon	Free Day	

### Week Four

		Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
Monday	07/15		Independence Square: 1p-3p	
Tuesday	07/16	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2

		Legon: University of Ghana	Evening Discussion: 4p-6p	2
Wednesday	07/17	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Day Trip: Akosombo Dam/Volta River Project: 1p-7p	
Thursday	07/18	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Free Evening	
Friday	07/19	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Free Evening	
Saturday	07/20	Legon	Free Day: Optional Excursion	
Sunday	07/21	Legon	Free Day: Optional Excursion	

### Week Five

Monday	07/22	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Instructor Guided Tour: Makola Market: 1p-4p [Study Women in Informal Economies]	3
Tuesday	07/23	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Instructor Guided Tour: Kaneshie Market: 1p-4p [Study Women in Informal Economies]	3
Wednesday	07/24	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Evening Discussion: 4p-6p	2
Thursday	07/25	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Day Trip: Akwapim Range (Aburi Gardens, Tettie Quarshie's Cocoa Farms, Mampong Centre): 1p-7p	
Friday	07/26	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Free Evening	
Saturday	07/27	Legon	Free Day: Optional Excursion	
Sunday	07/28	Legon	Free Day: Optional Excursion	

### Week Six

Monday	07/29	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Instructor Guided Tour: National Arts Centre: 1p-4p [Study Women in Informal Economies]	3
Tuesday	07/30	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Evening Discussion: 4p-6p	2
Wednesday	07/31	Legon: University	AAAD 412: 9:30a-11:30a	2



		of Ghana	Free Evening	
Thursday	08/01	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Free Evening	
Friday	08/02	Legon: University of Ghana	AAAD 412: 9:30a-11:30a	2
			Free Evening	
Saturday	08/03	Legon	Free Day	
Sunday	08/04	Legon	Free Day	
Monday	08/05	Legon	Return flights to the US: 6p-9p	
			Contact Hours, AAAD 401:	45
			Contact Hours, AAAD 412:	45

**APPENDIX II**  
**AAAD 401 GHANIAN SOCIETY and CULTURE**  
**Summer 2013 Ghana Study Abroad**

Dr. Walter Rucker, Instructor and Resident Director

<b>Location/Time:</b>	UG-Legon/Mon.-Fri. 9a-11a	<b>Phone:</b>	TBD
<b>Office Location:</b>	TBD	<b>Email:</b>	wrucker@email.unc.edu
<b>Office Hours:</b>	F, 1p-3p and by appointment		

**OVERVIEW:**

This course is a chronological and interdisciplinary examination of the cultures, societies and history of Ghana, West Africa. Emphasized in this course will be the various forces which have converged to shape the lives of West African peoples, with particular focus on Ghana. In addition, this course offers unique opportunities to critically examine conflicts and struggles arising from West Africa's role in the slave trade and its post-colonial condition. The course will explore the comparative relationship between the events and conditions of West Africa on the one hand, with those of the rest of the African world on the other. In this process of detailing the connections and relationships evident throughout the African Diaspora, this course will also allow for an appreciation of the unique conditions, institutions and actors in Ghana's past and present.

**LEARNING OUTCOMES:**

**COURSE GOALS:** Upon completion of AAAD 401, students should be able to:

- Demonstrate an understanding of the historical, social, and economic forces shaping pre-colonial and post-colonial Ghana (the former Gold Coast).
- Explain the rise of Atlantic World contact and commerce from Iberian, Gold Coast, and Western Hemisphere perspectives.
- Appreciate the intricate ways in which the Gold Coast Diaspora formed and how it shaped colonial societies throughout the Americas between the seventeenth and nineteenth centuries.
- Understand and elucidate intellectual movements—the New Negro Movement, Pan-Africanism, Black Power, and African Nationalism—linking Ghana and the African Diaspora in North America and the Caribbean.

**REQUIRED TEXTS:**

Each student is required to purchase three books plus the Course Packet. All course materials should be purchased before departure:

- Saidiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route*
- Bayo Holsey, *Routes of Remembrance: Refashioning the Slave Trade in Ghana*
- David Birmingham, *Kwame Nkrumah: Father Of African Nationalism*

**REQUIRED WORK:**

There will be a midterm (**Week 2**) and a final exam during the three-week term. Both exams will include essays, short answers, and term identification sections. Students will also write a five- to seven-page interpretive essay that will be due **Week 3**. In addition, there will be a map quiz (**Week 1**) and periodic readings quizzes. Details of these and other assignments will be forthcoming. For all written work students will be expected to write in a clear and organized manner. Also, students will need to demonstrate critical thinking and original perspectives in their work.

Attendance is mandatory in this course for both classes and the scheduled site visits. Students are responsible for attending lectures and participating in class discussions. Attendance is critical because

Attendance is mandatory in this course for both classes and the scheduled site visits. Students are responsible for attending lectures and participating in class discussions. Attendance is critical because exam material will be drawn from lectures and there will be impromptu readings quizzes or assignments based on the readings that will, in part, determine the final course grade. Hence, attendance will impact your grade in this class. All students will be allowed a total of one excused or unexcused absence from class during the three-week session. For each additional absence, students will have ten points per day deducted from their final course grade. Please note that no site visit can be excused and are mandatory aspects of the study abroad program. **Take this policy seriously.**

**GRADING:**

Map Quiz:	5%	Interpretive Essay:	25%
Readings Quizzes:	5%	Midterm :	25%
Citizenship/Discussion:	15%	Final Exam:	25%

**GRADING RUBRIC:**

Exceptional: 100-93% = A	Satisfactory: 79-77% = C+
92-90% = A-	76-73% = C
Very Good: 89-87% = B+	72-68% = C-
86-83% = B	Insufficient: 67-63% = D
82-80% = B-	Failing: 62-0% = F

**STUDENT CONDUCT:**

Students are expected to be familiar with, and to abide by, the guidelines in the UNC-Chapel Hill Honor Code (<http://honor.unc.edu>) as well as the expectations listed in the “Expectations Contract”. 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 class sessions or site visits. I am highly intolerant of this sort of behavior. At the very minimum, your “citizenship” grade will be reduced. See the “Citizenship” section below for further details.

Your citizenship grade will be determined by your ability to comply with the terms listed in the “Expectations Contact,” this syllabus, the UNC-Chapel Hill Honor Code, and any verbal directions given to you by the Resident Director or course instructors. In addition, your ability to actively engage the host culture in a positive manner; to interact with fellow students, the RD, employees of the University of Ghana and the tour company, and others we encounter with respect; to be attentive and actively engaged during site visits and tours; and to serve as “cultural ambassadors” of the Department of African & Afro-American Studies, the Colleges of Arts & Sciences, and UNC will all play key roles in the final outcome of this part of your course grade.

In addition, any form of academic dishonesty or misconduct (e.g., cheating, plagiarism, unauthorized copying or collaboration, forging signatures on class rosters, etc.) will be directed to the UNC-Chapel Hill Undergraduate Honor Court and the Undergraduate Attorney General. Students found in violation of the UNC-Chapel Hill Honor Code may receive a failing course grade and are subject to academic probation, suspension, or expulsion from UNC-Chapel Hill.

UNC-Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. Questions about student responsibilities under the honor code should be directed to the instructor or the office of the Dean of Students. Another useful resource is the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Every student

enrolled in this course is expected to fully participate and observe the honor code. Additional information about the UNC-Chapel Hill Honor Code can be found at <http://honor.unc.edu>.

**Please note that all site visits, group meetings, and pre-planned events are mandatory in this study abroad program unless you specifically receive permission from the Resident Director.**

<b>THE FOLLOWING PENALTIES, SUBTRACTED FROM THE FINAL GRADE, WILL BE ASSESSED FOR PROGRAM VIOLATIONS:</b>	
All violations of local laws or the UNC Honor Code	-25.0% per infraction
Leaving the guest house/hotel overnight without permission	-15.0% per infraction
Consuming alcohol during a site visit/tour	-15.0% per infraction
Missing a mandatory site visit without permission	-15.0% per infraction
Missing a mandatory meeting without permission	-10.0% per infraction
Being inattentive during a site visit/tour	-02.5% per infraction
Making excessive noise in the guest house/hotel	-02.5% per infraction
Failing to heed verbal directions given by the RD	-02.5% per infraction
Wearing overly revealing clothing	-02.5% per infraction
Arriving 10+ minutes late for any event or meeting	-02.5% per infraction
All other violations of the "Expectations Contract"	-02.5% per infraction

**CITIZENSHIP:**

Citizenship, as a major component of the final grade, is a set of expectations, behavioral norms, and classroom and site visit protocols agreed to by all students enrolled in this course. What follows is a non-exhaustive list of a few of these expectations, norms, and protocols:

1. Attendance and active participation in the class and site visits are mandatory. Students not paying attention or falling in sleep will be called upon by the instructor to respond to questions or comment on a matter directly related to the lecture, discussion, or site visit.
2. Students may not leave class early without prior permission from the instructor. Students who do leave early without prior permission will be marked as either "late" or "absent" for the day in the attendance records, depending on how much time was left in the class session.
3. Students may not sleep in class or read newspapers, magazines, and other materials not directly related to the course material. Students caught sleeping will be held responsible for the entire class receiving impromptu class assignments or homework.
4. Students may not use smartphones, cellphones, handheld gaming devices, tablets/iPads, headphones, laptops, or similar electronic devices during the class session unless specifically authorized by the instructor.
5. Students may not engage in activities that disrupt either their classmates or the instructor.
6. Students are required to use their University email account 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.
7. Students may not record video or audio of class lectures, discussions, or other in-class activities unless specifically authorized by the instructor.
8. Students arriving after attendance has been taken must inform the instructor of their arrival to avoid being marked absent for the day. In this case, students will still be marked as "late" for the class session.
9. Assignments not uploaded or hand delivered to the instructor by posted due dates will not be accepted or graded.

10. The only excused absences accepted for make-up exams and other work include absences for authorized University activities, religious observances required by the student's faith, verified serious illness or injury, and the death of an immediate family member.

## **STUDENTS WITH DISABILITIES:**

Students who feel they may need accommodations based on the impact of a disability should contact me to discuss their needs. Please contact the Department for Disability Services at 919-962-8300 in SASB North Building, Suite 2126 to coordinate test or exam accommodations. Visit the internet address of this office at <http://disabilityservices.unc.edu/> for more information.

## **SCHEDULE OF LECTURES AND ASSIGNMENTS:**

### **WEEK ONE: "Pre-colonial History, Society, & Culture"**

Day 1: Introduction & Overview  
Deconstructing, Reconstructing, & Centering "Africa"  
Readings: "Talking about 'Tribe,'" "Body Ritual among the Nacirema," & "Tarzan in the Classroom" [PACKET]  
Site Visits: Accra City Tour, Osu Tour from 2p-4p

Day 2: State Formation & Decline in the Western Sudan: Ghana, Mali, & Songhay  
The Rise of the Asante Empire: Okomfo Anokye, Nana Osei Tutu, & Asante Statecraft  
Readings: "A History of West Africa" [PACKET]

### **EVENING DISCUSSION from 4p-6p.**

Day 3: Religion, Culture, & Social Values in Ghana  
Readings: "Spirituality, Gender, and Power in Asante History" [PACKET]  
Site Visits: National Museum from 2p-4p

Day 4: Pre-Colonial Labor, Commerce, and Economy: Precursors to the Atlantic World  
Readings: "Selling Gold & Selling Captives" [PACKET]

### **MAP QUIZ**

Day 5: **MIDTERM EXAM**

**[Departure for Cape Coast/Elmina immediately following Midterm]**

### **WEEK TWO: "Slavery, the Slave Trade, and the Gold Coast Diaspora"**

**[Week-long Excursion in Cape Coast/Elmina for Lecturers and Site Visits; Saturday visit to Kakum National Park; No lectures/site visits scheduled for Sunday]**

Day 6: Contact and Commerce: The Portuguese & the Rise of the Atlantic World  
Readings: "The African and European Slave Trades"  
[PACKET]  
Site Visit: Fort Amsterdam, Kormantse Village, and Anomabo, 1p-4p.

- Day 7: Slavery & the Slave Trade from the Gold Coast, European, & Western Hemispheric Perspectives  
 Readings: Hartman, *Lose Your Mother*  
 Site Visit: Elmina Castle, 2p-4p
- Day 8: “Coromantee” and “Amina” Communities in the Americas: Gold Coast Connections in the Americas  
 Readings: “The Coromantee” & “Daring Spirits to Lead Them On” [PACKET]  
 Site Visit: Cape Coast Castle, 2p-4p
- Day 9: SANKOFA: Spiritual Returns, Memory, & History  
 Video: “Sankofa”  
 Readings: “Tourism in Ghana,” “Study Abroad in Africa: Learning about Race, Racism, and the Racial Legacy of America,” & “Ghana’s Uneasy Embrace of Slavery’s Diaspora” [PACKET]  
 Site Visit: One Africa, 4p-6p [tour of the museum and dinner with Sistah Imhakus, an African American Expatriate and Heritage Tour Guide]
- Day 10: Modern Discourses on Slavery in Ghana  
 Readings: Holsey, *Routes of Remembrance*  
 Invited Lecture: Ato Ashun, Tour Guide at Elmina Castle  
 Site Visit: Assin Manso (The Slave River), 2p-4p

**[Weekend Excursion in Kumasi, the Heart of the Asante Empire; Saturday visits to the Prempeh II Jubilee Museum and various Craft Villages; Sunday visit to Manhyia Royal Palace and Obuasi.]**

**WEEK THREE: “From Imperialism to the Post-colonial State”**

- Day 11: British Imperialism in the Gold Coast  
 Prempeh I, Nana Yaa Asantewaa, & the Asante Struggle against Colonial Rule  
 Readings: “Asantehene Agyeman Prempeh I and British Colonization of Asante” & “Making Fante Culture” [PACKET]  
**EVENING DISCUSSION from 4p-6p.**
- Day 12: The Pan-African Moment: Du Bois, Garvey, and Padmore  
 Readings: “W.E.B. Du Bois and Revolutionary Pan-Africanism” & “Preambles for the 5<sup>th</sup> Pan African Congress” [PACKET]  
 Site Visits: W.E.B. Du Bois Centre for Pan-African Research & The George Padmore Library, 1p-5p. [Students are strongly urged to locate resources for their final papers].
- Day 13: The Black Star Rises: Kwame Nkrumah & the Ghanaian Independence Movement  
 Readings: Birmingham, *Kwame Nkrumah*  
 Site Visit: Kwame Nkrumah Mausoleum, 2p-4p.
- Day 14: Post-Colonial Political Realities in Ghana and the Diaspora  
 Readings: “Toward a Pan-African Identity” [PACKET]
- Day 15: **FINAL EXAM**  
**All Papers Due on Sunday at 6p**

**AAAD 412 WEST AFRICA: SOCIETY AND ECONOMY IN THE 20<sup>TH</sup> CENTURY**  
**DR. AKOSUA K. DARKWAH**

**Class Meetings: Monday to Friday, 9a-11a**

**Location: UG-Legon**

**Office Hours: Mondays, 1p-3p and by appointment**

**Office Location: Sociology Department**

**Contact Information: 020-8141466; akosuadarkwah@gmail.com**

### **COURSE OUTLINE**

Based on his observations in Nima, a suburb of Accra in the early 1970's, Keith Hart coined the term the 'informal sector'. Then viewed as an aberrant phenomenon which would disappear with development, the informal sector continues to employ a larger proportion of the Ghanaian and African workforce than the formal sector as well as more women than men. In the decades since its 'discovery', both the concept and its role in economic development has been hotly debated. This course introduces students to the larger theoretical debates as well as the empirical evidence on the informal economy in Ghana as well as policy and programmatic responses to the informal economy. The goals of the course are to provide students with the conceptual tools that will make it possible for them to understand labour markets in the developing world and its links to employment, poverty and growth as well as the practical tools for appreciating the multiple responses of stakeholders such as governments, the private sector, civil society and international agencies to informality.

### **LEARNING OUTCOMES**

**COURSE GOALS:** Upon completion of AAAD 412, students should be able to:

- Demonstrate an understanding of the forces responsible for the creation and continuation of Ghana's informal economy.
- Explain the critical roles played by women in Ghana's informal economy.
- Understand the multiple responses by government, the private sector, civil society, and international agencies to informality in the modern Ghanaian economy.

### **REQUIRED TEXTS**

Each student will be required to purchase the Course Packet for AAAD 412 before departure. A Sakai site for AAAD 412 with some of the reading materials posted will be made available to supplement the mandatory Course Packet.

### **REQUIRED WORK**

There will be three two-page reaction papers, one four-page analytic paper (Week 2), and an essay final exam (Week 3) during the three-week term. In addition, each student will lead one seminar discussion and all students will be expected to devise discussion questions for each class session and to actively participate in class. Details of assignments and classroom expectations will be forthcoming. For all written work students will be expected to write in a

clear and organized manner. Also, students will need to demonstrate critical thinking and original perspectives in their work.

Attendance is mandatory in this course for both classes and the scheduled site visits. Students are responsible for actively participating in class discussions. Hence, attendance **will** impact your grade in this class. All students will be allowed a total of one excused or unexcused absence from class during the three-week session. For each additional absence, students will have ten points per day deducted from their final course grade. Please note that no site visit can be excused and are mandatory aspects of the study abroad program.

### GRADING

3 reaction papers:	30%	Discussion questions:	10%
Lead seminar presentation:	10%	Analytic Paper:	15%
Attendance & participation:	10%	Final Exam:	25%

### GRADING RUBRIC

Exceptional: 100-93% = A	Satisfactory: 79-77% = C+
92-90% = A-	76-73% = C
	72-68% = C-
Very Good: 89-87% = B+	
86-83% = B	Insufficient: 67-63% = D
82-80% = B-	
	Failing: 62-0% = F

### STUDENT CONDUCT

Students are expected to be familiar with, and to abide by, the guidelines in the UNC-Chapel Hill Honor Code (<http://honor.unc.edu>) as well as the expectations listed in the "Expectations Contract". 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 class sessions or site visits. I am highly intolerant of this sort of behavior. At the very minimum, your attendance and participation grade will be reduced.

In addition, any form of academic dishonesty or misconduct (e.g., cheating, plagiarism, unauthorized copying or collaboration, forging signatures on class rosters, etc.) will be directed to the UNC-Chapel Hill Undergraduate Honor Court and the Undergraduate Attorney General. Students found in violation of the UNC-Chapel Hill Honor Code may receive a failing course grade and are subject to academic probation, suspension, or expulsion from UNC-Chapel Hill.

UNC-Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. Questions about student responsibilities under the honor code should be directed to the instructor or the office of the Dean of Students. Another useful resource is the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Every student enrolled in this course is



expected to fully participate and observe the honor code. Additional information about the UNC-Chapel Hill Honor Code can be found at <http://honor.unc.edu>.

## **DAILY SCHEDULE**

### **PART ONE: HISTORICAL AND THEORETICAL OVERVIEW**

#### **Day 1: Introduction**

Bromley, Ray. 1978. Introduction: The Urban Informal Sector: Why is it Worth Discussing? *World Development* 6 (9/10): 1033-1039

Peattie, Lisa. 1987. An Idea in Good Currency and How it Grew: The Informal Sector. *World Development* 15 (7): 851-860.

#### **Day 2: Origins of the informal sector**

Lewis, Arthur. 1954. Economic Development with Unlimited Supplies of Labour. *The Manchester School of Economics and Social Studies* 23 (2): 139-191.

Hart, Keith. 1973. Informal Income Opportunities and Urban Employment in Ghana. *Journal of Modern African Studies* 11 (1): 61-89.

#### **Day 3: Definitions and measurement of the informal economy**

Portes, Alejandro. 1983. "The Informal Sector: Definition, Controversy, and Relation to National Development," *Review*, vol.7, Summer, 151-174.

Chen, Martha, A 2001. Women in the Informal Sector: A Global Picture, The Global Movement. *SAIS Review* 21 (1): 71-82.

Hussmanns, Ralf. 2004. Measuring the Informal Economy: From Employment in the Informal Sector to Informal Employment. Working Paper 53.

International Labour Organisation. 2011. Statistical Update on Employment in the Informal Economy. [www.ilo.org/www.wiego.org](http://www.ilo.org/www.wiego.org)

### **PART TWO: THEORIES**

#### **Day 4: Theories on causality I: The dualist versus structuralist perspective**

Moser, Carolyn. 1994. The Informal Sector Debate, Part 1: 1970-1983, In *Contrapunto: The Informal Sector Debate in Latin America*, edited by C. Rakowski. Albany: State University Press of New York.

Castells, Manuel and Alejandro Portes. 1989. "World Underneath: The Origins, Dynamics and Effects of the Informal Economy", In *The Informal Economy: Studies in Advanced and Less Developed Countries*, edited by Alejandro Portes, Manuel Castells and L. Benton. Baltimore: Johns Hopkins University Press. Pp. 11-37.

Ngiba C, et al. 2009. Dynamics of Trade between the Formal Sector and Informal Traders. *South African Journal of Economic and Management Sciences* 12 (4): 462-274.

#### **Day 5: Theories on causality II: The legalist versus voluntary perspective**

De Soto, Hernando. 1989. *The Other Path: The Economic Answer to Terrorism*. New York: Basic Books. Pp 3-15, 131-187.

Maloney, William, F. 2004. Informality Revisited. *World Development* 32 (7): 1159-1178.

#### **Day 6: Theories on causality III: Chen et al/WIEGO perspectives**

Chen, Martha. 2007. Rethinking the Informal Economy: Linkages with the Formal Economy and the Formal Regulatory Environment, In *Unlocking Human Potential: Concepts and Policies for Linking the Informal and Formal Sectors*, edited by B. Guha-Khasnobis and Ravi Kanbur. London: Oxford University Press. Pp. 75-92.

#### **Begin preparing analytic papers due by Day 10.**

**The assignment: Pick two of the four main schools of thought on the informal sector. Write a short analytical piece of no more than 1,000 words comparing the two schools' perspectives on the composition, characteristics and causes of the informal sector as well as the links between the informal sector, formal enterprises and the formal regulatory environment. This assignment is due on the day of the midterm.**

### **PART THREE: ON THE GROUND REALITY**

#### **Day 7: Traders**

Skinner, C. 2008. *Street Trade in Africa: A Review*. Working Paper # 51 for School of Development Studies, University of KwaZulu Natal, South Africa.

Darkwah, Akosua, K. 2007. Work as a Duty and as a Joy: Understanding the Role of Work in the Lives of Ghanaian Female Traders of Global Consumer Items, In *Women's Labor in the Global Economy: Speaking in Multiple Voices*, edited by Sharon Hurley. Pp 206-220.

Darkwah, Akosua, K. 2007. Making Hay while the Sun Shines: Ghanaian Female Traders and their Insertion in the Global Economy, In *The Gender of Globalisation: Women Navigating Cultural and Economic Marginalities*, edited by Nandini Gunewardena and Ann Kingsolver. Pp. 61-83.

### **Day 8: Excursion: Makola Market**

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

Darkwah, Akosua K. 2001. Confronting the Phantom in our Midst: Market Women Negotiate the Ghanaian Trade Policy Framework. *Social Policy* 2 (1): 1-7.

### **Day 9: Vocational occupations**

Palmer, Robert. 2009. Formalising the Informal: Ghana's National Apprenticeship System. *Journal of Vocational Education and Training* 61 (1): 67-83.

Monk, Courtney, Sandefur, Justin and Francis Teal. 2008. Does Doing an Apprenticeship Pay off? Evidence from Ghana. Centre for the Study of African Economies, Working Paper Series/2008-08.

### **Day 10: Excursion: A visit to a hairdresser or dressmaker**

### **Analytic Papers Due**

## **PART FOUR: RESPONSES**

### **Day 11: The Role of the informal sector in economic development**

Potts, Deborah. 2008. The Urban Informal Sector in Sub-Saharan Africa: From Bad to Good (and Back Again?) *Development Southern Africa* 25 (2): 151-167.

### **Day 12: Workers Responses - Organising in the informal sector**

Bayat, Asef. 2000. From 'Dangerous Classes' to 'Quiet Rebels', Politics of the Urban Subaltern in the Global South. *International Sociology* 15 (3): 533-557.

\_\_\_\_\_. 1997. Un-civil Society: The Politics of the Informal People. *Third World Quarterly* 18 (1): 53-72.

Brown, A and T. Lloyd-Jones. 2010. Seen but Not Heard: Urban Voice and Citizenship for Street Traders, In *Africa's Informal Workers, Collective Agency, Alliances and Transnational Organising in Urban Africa*, edited by I. Lindell. London: Zed Books. Pp.

King, Rudith. 2006. Fulcrum of the Urban Economy: Governance and Street Livelihoods in Kumasi, Ghana, In *Contested Space: Street Trading, Public Space and Livelihoods in Developing Cities*, edited by A. Brown. Warwickshire: Intermediate Technology Publications. Pp.

Boampong, Owusu. 2010. The Possibilities for Collective Organisation of Informal Port Workers in Tema, Ghana. *Africa's Informal Workers, Collective Agency, Alliances and Transnational Organising in Urban Africa*, edited by I. Lindell. London: Zed Books. Pp.

Adu-Amankwah, Kwesi. Africa-Ghana: Organising in the Informal Sector.  
[www.streetnet.org/za/English/ghana.html](http://www.streetnet.org/za/English/ghana.html)

### **Day 13: State Responses – Regulation**

Kucera, David and Leanne. Roncolato. 2008. Informal Employment: Two Contested Policy Issues. *International Labour Review* 147 (4): 321-348

### **Day 14: Prospects for change?**

Henitz, James. 2010. Employment, Poverty and Inclusive Development in Africa: Policy Choices in the Context of Widespread Informality, In *The Political Economy of Africa*, edited by Vishnu Padayachee. New York: Routledge. Pp. 199-213.

King, Kenneth. Africa's Informal Economies: Thirty Years On. *SAIS Review* 21 (1): 97-108.

### **Day 15: Final Exam**

**AKOSUA K. DARKWAH**

**CONTACT INFORMATION**

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University of Ghana  
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Legon  
GHANA  
233-21-518009 or 233-20-8141466  
[keseboa@ug.edu.gh](mailto:keseboa@ug.edu.gh); [akosuadarkwah@gmail.com](mailto:akosuadarkwah@gmail.com)

**EDUCATION**

University of Wisconsin-Madison 2002	PhD., Sociology
University of Wisconsin-Madison 1998	MSc., Sociology
Vassar College, Poughkeepsie, NY 1996	BA., Sociology and Psychology

**AREAS OF SPECIALIZATION**

Sociology of Economic Change  
Sociology of Organizations  
Sociology of Gender and Work

**DISSERTATION**

Going Global: Ghanaian Female Transnational Traders in an Era of Globalization

**PROFESSIONAL EXPERIENCE**

2009-2010	Visiting Professor, Department of Cultural Anthropology, Duke University
2008-date	Senior Lecturer, Department of Sociology, University of Ghana, Legon
2007-date	Instructor, New York University in Ghana Program
2004-2006	Director, Minnesota Studies in International Development-Ghana Program
2002-2008	Lecturer, Department of Sociology, University of Ghana, Legon
2002	Tutor, Sociology Department, University of Wisconsin-Madison
1999	Teaching Assistant, Political Science Department, University of Wisconsin-Madison
1997-1998	Teaching Assistant, Sociology Department, University of Wisconsin-Madison

**HONORS AND AWARDS**

2000	Institute for the Study of World Politics Fellowship
2000	Vilas Travel Grant and Fellowship

## PUBLICATIONS

### UNDERSTANDING THE CHANGING DYNAMICS OF PRICE BARGAINING IN GHANA: THE CASE OF GHANAIAAN TRANSNATIONAL TRADERS IN GLOBAL CONSUMER ITEMS

- Akosua K. Darkwah. Forthcoming. Ritualised Bargaining in the Ghanaian Global Consumer Goods Market. *International Journal of Sociology and Anthropology*.
- Heaton, Tim and Akosua K. Darkwah. 2011. Religious Differences in Modernization of the Family: Family Demographic Trends in Ghana. *Journal of Family Issues* 20 (1): 1-21
- Akosua K. Darkwah. 2010. Education: Pathway to Empowerment for Ghanaian Women? *IDS Bulletin* 41 (2): 28-35.
- G. O. Adjei, A. K. Darkwah, B. Q Goka, C. Bart-Plange, M. L. Alifrangis, J. A. Kurtzhals, O. P. Rodrigues. 2008. Parents' Perceptions, Attitudes and Acceptability of Treatment for Childhood Malaria with Artemisinin Combination Therapies in Ghana. *Ghana Medical Journal* 42 (3): 99-106.
- Akosua K. Darkwah and Akosua Adomako Ampofo. 2008. Race, Gender and Global Love: Non-Ghanaian Wives, Insiders or Outsiders in Ghana? *International Journal of the Family* 34 (2): 187-208.
- Akosua K. Darkwah. 2008. Ghana, In *Pocket Guide to Cultural Health Assessment*, edited by Carolyn D'Avanzo, Pp. 273-277. St, Louis, MO: Elsevier.
- Akosua K. Darkwah. 2007. Work as a Duty and as a Joy: Understanding the Role of Work in the Lives of Ghanaian Female Traders of Global Consumer Items, In 'Women's Labor in the Global Economy: Speaking in Multiple Voices', edited by Sharon Hurley, Pp. 206-220. New Jersey: Rutgers Press.
- Akosua. K. Darkwah. 2007. Making Hay While the Sun Shines: Ghanaian Female Traders and their Insertion in the Global Economy In "*The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*," edited by Nandini Gunewardena and Ann Kingsolver, Pp 61-83. Oxford: James Currey.
- Akosua K. Darkwah and Alexina Arthur. 2006. (A) Sexualising Ghanaian Youth?: A Case Study of Virgin Clubs in Accra and Kumasi *Ghana Studies* 9: 123-149
- Akosua K. Darkwah. 2005. Poverty Trends in Ghana over the last fifteen years. *Legon Journal of Sociology* 2(1): 81-100.
- Akosua K. Darkwah. 2002. Trading Goes Global: Ghanaian Market Women in an Era of Globalization *Asian Women* 15: 31-49.
- Akosua K. Darkwah. 2001. Aid or Hindrance: Faith gospel Theology and Ghana's Incorporation into the Global Economy. *Ghana Studies* 4: 7-29.

Akosua K. Darkwah. 2001. Confronting the Phantom in our Midst: Market Women Negotiate the Ghanaian Trade Policy Framework. *Social Policy* 2 (1): 1-7.

**CONFERENCES/WORKSHOPS AND SEMINARS AT WHICH PAPERS  
WERE PRESENTED**

Bergen, Norway  
April 2012

Presented a paper titled "Keeping Hope Alive: An Analysis of training opportunities for Ghanaian youth in the emerging oil and gas industry."

Washington, USA  
November 2011

Presented a paper titled "Employment Agencies and Work in Ghana: Informalising Employment?" at the 54<sup>th</sup> Annual Meeting of the African Studies Association

Madison, USA  
February 2010

Presented a paper titled "Old Wine, New Skins: An Exploration of an African Contribution to the Debates on Working Conditions in Export Processing Zones" at the African Studies Seminar

Chicago, USA  
November 2008

Presented a paper titled "Exploring Women's Empowerment in Everyday Lives: Inter-generational Perspectives from Ghana" at the 51<sup>st</sup> Annual Meeting of the African Studies Association.

India  
October 2008

Presented a paper titled "Changes and Continuities in the Everyday Lives of Three Generations of Ghanaian Women" as part of the Pathways for Women's Empowerment Project, a five year global project funded by the Department for International Development and administered by the Institute for Development Studies, Sussex.

Boston, USA  
August 2008

Presented a paper titled "*The Global Meets the Local: An Analysis of the Impact of Global Economic Reform on Ghanaian Women's Work*" at the 103<sup>rd</sup> Annual Meeting of the American Sociological Association.

Maryland, USA  
October 2007

Presented a paper titled "*The Multiple Purposes of Work for Ghanaian Women*" as part of a conference marking the launch of the book titled "*Women's Labor in the Global Economy: Speaking in Multiple Voices*" edited by Sharon Hurley and published by Rutgers Press.

Accra, Ghana



- July 2006 Presented a Paper titled "*The Nature of Ghanaian Women's Participation in the Economic and Political Spheres*" as part of the Pathways for Women's Empowerment Project, a five year global project funded by the Department for International Development and administered by the Institute for Development Studies, Sussex.
- Bellagio, Como, Italy  
August 2004 Presented a paper titled "*Work as a duty and as a joy: Understanding the role of work in the lives of Ghanaian Female Traders of Global Consumer Items*" at a Writers Roundtable
- Boston, USA  
October 2003 Presented a paper titled "*Makola Globalized: Changed Calculations of 'Last Price' and Bargaining Arguments in the Sale of Global Consumer Items*" at the 46<sup>th</sup> Annual Meeting of the African Studies Association.
- Accra, Ghana  
July 2003 Presented a paper titled "*Money talks: Reality about women's economic and political power and expectations at the turn of the millennium*" at the Sister Cities International Conference
- Legon, Ghana  
May 2003 Presented a paper titled "*Bound together by national origin: Transient nationalistic networks and the economic survival of Ghanaian female transnational traders*" at a Roundtable seminar with faculty from the University of Ghana and Florida Atlantic University,
- Chicago, USA  
August 2002 Presented a paper titled "*Going Global: What Ghana's Long Distance Market Women tell us about Networks in an Interconnected World*" at the 97<sup>th</sup> Annual Meeting of the American Sociological Association.
- Legon, Ghana  
November 2001 Presented a paper titled "*Old Wine in New Skins?: What Ghanaian Business Women can teach us about the way we conceptualize and theorize about International Migration*" at the Institute for Social, Statistical and Economic Research.
- Legon, Ghana  
September 2000 Presented a paper titled "*Confronting the Phantom in our Midst: An Analysis of how Makola Market Women Negotiate the Trade Policy Framework*" at the Centre for Social Policy Studies

Philadelphia, USA  
November 1999

Presented a paper titled "*Opiate or Panacea?: The Role of Faith Gospel Theology in the Economic Development of Ghana*" at the Thirty Ninth Annual African Studies Association Conference,

Madison, USA  
June 1998

Presented a paper titled "*The Similarities and Differences between Ghana and Jamaica as Evident in their Anansi Stories*" at the Teacher's Workshop on Mapping Africa through its Geography, Cultures and Stories.

Madison, USA  
February 1998

Presented a paper titled "*Silencing Local Voices: The Case of USAID-Ghana*" at the Third Annual Midwest Graduate Student Conference in African Studies.

#### **SEMINARS/WORKSHOPS ATTENDED**

CapeTown, S. Africa  
November 2011

Attended a Workshop titled "Internationalisation and Afropolitanism organized by the Department of Sociology, University of Cape-Town.

Cairo, Egypt  
January 2009

Attended mid-term review of the Pathways for Women's Empowerment Project, a five year global project funded by the Department for International Development and administered by the Institute for Development Studies, Sussex.

Abuja, Nigeria  
February 2008

ECOWAS Commission Meeting on Sexual Harassment in West Africa

Swedru, Ghana  
February 2008

Curriculum Development Workshop for Migration Studies Centre

Accra, Ghana  
September 2007

African Migrations Workshop

Accra, Ghana  
July 2007

Seminar on the Women's Movement in Ghana

Ho, Ghana  
May 2007

Gender Studies Curriculum Development Workshop II

Sogakope, Ghana

December 2006      Strategic Planning Workshop for Centre for Gender Studies and  
Advocacy

Sogakope, Ghana  
April 2006      Gender Studies Curriculum Development Workshop I

Cape-Town, South Africa.  
August 2004      Qualitative Methodology Workshop

### **COMMITTEES**

- Member, Committee to Establish the Migration Studies Centre at the University of Ghana (2005)
- Member, Strategic Planning Committee of the Department of Sociology (January 2003- March 2003)
- Member, Editorial Board of Legon Journal of Sociology (2003-date)
- Member, Board of Directors of The Ark Foundation (2004-2010)
- Convenor, Development and Women's Studies Program at the University of Ghana (2004)
- Steering Committee Member, Network for Women's Rights, Ghana (2009-date)
- Chair, Research Committee, Centre for Gender Studies and Advocacy (2010-date)

### **PROFESSIONAL AFFILIATIONS**

- African Studies Association
- Ghana Studies Council
- American Sociological Association

### **LANGUAGES**

- Twi (fluent)
- English (fluent)
- French (good speaking, writing and reading knowledge)