

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Number:** SW 360K/395K AFR 374 ANT 324  
**UGS 119** International Learning Seminar (1 CREDIT)  
**Unique Number:** 65805  
**Office Hours:** TH 3-4 or By Appt  
**Semester:** Spring 2014

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**Meeting:** TH 5-6pm. SSW 2.106

**GHANA---- COMMUNITY AND SOCIAL DEVELOPMENT SEMINAR**

**I. Course Description (3 credits)**

Fifty years after independence, Ghana has established new priorities around vigorous infrastructure development and enhanced social services and development. The Maymester course, *Ghana: Community and Social Development*, engages students in implementing short-term, high-impact and sustainable development projects with various non-governmental organizations (NGOs), social service agencies, and community-based organizations. The course involves both experiential and classroom learning, with a significant international-based Service Learning Component, a pedagogical model that intentionally integrates community service, academic learning, and civic learning ([www.utexas.edu/provost/academicservicelearning/](http://www.utexas.edu/provost/academicservicelearning/)). Course content dovetails with the nature of service learning in critical ways to ensure that: 1) student learning is enhanced, 2) small-scale community needs are met, and 3) students are able to critically reflect upon their entire experience. Working in teams, students complete community-based projects focusing on literacy, health, education, micro-financing and youth empowerment. A unique aspect of the course is that students work alongside Ghanaian university peers who also benefit from being part of the program.

In addition, students have the opportunity to examine the role of colonialism, cultural history and social policy in influencing the prevailing societal issues in Ghana. Students take part in educational excursions, such as tours of the Cape Coast slave fortresses, Kakum National Park, Kumasi and rural villages in Ghana's Ashanti region. The course combines lectures by University of Ghana faculty and local experts with journal reflections, field reports, and discussions that allow students to integrate their classroom-based work with their community-based volunteer projects.

**Required Pre-Departure International Learning Seminar (1 credit), Spring 2014**

Required preparation for 4-week Maymester course; Class format will follow procedures of the SAO for all Maymester courses.

**II. Learning Objectives of course and seminar**

By the end of this course students will demonstrate:

1. **Ability to engage in complex global analysis** based on knowledge of colonial history of Ghana, the Trans-Atlantic Slave trade and Ghana's role in the Pan-Africanism movement, and the relationship between colonialism/slavery and contemporary issues facing African descent peoples globally
2. **Collaborative community engagement** by developing innovative, culturally-grounded solutions in partnership with other disciplines, community members, and organizations in concert with UT and Ghanaian peers.

3. **Application of methods, theory & research** using CRAFT model of community engagement to design and implement “best practices” for Service Learning Project.
4. **Transformative critical thinking** through integrated self-reflection, intercultural maturity, commitment to public service, and ability to effectively relate to others

### III. Required Reading for UGS 119

Required online readings

### IV. UGS 119 Teaching Methods

Small group work, class discussions, reading assignments, small group discussions, films, lectures and guest speakers will be utilized to achieve course objectives.

### V. Student Performance Evaluation

#### Assignment

Active Participation & Demonstration of Learning (see Learning Record)

Blog Entries

Service Learning Project Planning

Completion of Weekly Modules (which include brief readings and activities)

Phase 1 of the Service Learning Project Group Paper, Presentation and Website Components

**GRADING SCALE:** 100 - 94 = A/ 93 - 90 = A-/ 89 - 87 = B+/ 86 - 84 = B/ 83 - 80 = B- / 79 - 77 = C+/ 76 - 74 = C/ 73 - 70 = C- / 69 - 67 = D+/ 66 - 64 = D/ 63 - 60 = D- / 59 and below = F

#### **LEARNING RECORD:**

To track the progress of your learning, we'll be using the Learning Record (LR), a portfolio-based assessment system. At midterm and at the end of the course, you will prepare and submit an assessment of your learning and a portfolio of work to support it. Your portfolio will include a selection of the work you've completed during the semester; ongoing observations about your learning, and an interpretation of the work that shows your development across five dimensions of learning: confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and reflection. This development will occur across the major course objectives/strands: global analysis, collaboration, methods/theories/research, & transformative critical thinking.

#### **Grading Criteria**

*A* Represents outstanding participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of significant development across the five dimensions of learning. The Learning Record at this level demonstrates activity that goes significantly beyond the required course work in one or more course strands.

*B* Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the five dimensions of learning.

*C* Represents good participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of some development across the five dimensions of learning.

*D* Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five dimensions of learning is partial or unclear.

*F* Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

● **All assigned work**, including informal writing, proposals, rough drafts, finished projects, blogs, the required 2 observations week), the midterm LR and final LR **must be completed and submitted in a timely fashion to receive a C in this course**

● Successful assessment requires diligent tracking of your learning throughout the course. **Each week you must add at least 2 observations** to your LR. You may keep observations in a paper journal, but they **must be included in the mid-term and final LR work sample folder**.

● Note: Within groups, individual grades may vary depending on Peer Evaluations. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. FINAL GRADES ASSIGNED ARE NOT NEGOTIABLE. Except under extraordinary circumstances, there will be no incompletes in this class.

## VI. Class Policies

1. **Attendance:** Attendance and prompt arrival to class is **mandatory**. Individual exceptions made only in the event of *properly documented* extenuating circumstances beyond the student's control, and prior notice of reason for absence and/or tardy. **Poor attendance/participation will negatively impact grade. Students missing 3 or more classes will automatically fail the course and be withdrawn from the program.**
2. **Late Assignments:** Assignments are due on date assigned. Three points per day will be deducted for late assignments.
3. **APA format:** We will use APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association, 6th Edition.
4. **Small group work:** Groups are expected to resolve challenges. The instructor serves as consultant on group dynamics and teamwork. Groups are not penalized in their grade for consulting with the instructor.
5. **Respect and Civility:** Cross-cultural group work can raise emotional issues and usually involves moderate to high processing of self and others. The instructor and classmates have the ethical responsibility to see that the class environment is maintained as a respectful and inviting place to grow together as we prepare to travel to Ghana. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.
6. **Technology and Information Sharing:** We use technology frequently in this class. Due to the nature of the course, you will be sharing your work and reflections with classmates and peers. Some of your work will be accessible online. By taking this course, you indicate that you accept these requirements. Additionally, cell phones are not allowed in the class. Laptop use is restricted to classroom notes and in-class research. You will be asked to close your laptop during lectures and presentations.

## **OTHER POLICIES:**

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made.

Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. As you participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

## Course Schedule UGS 119 GHANA: PRE-DEPARTURE SEMINAR

**(Note: Schedule may be adjusted to accommodate best learning opportunities)**

**For each week there will be readings associated with modules or Module Readings (MR)**

<b>DATE</b>	<b>TOPIC AND READINGS</b>
<b>Jan 16</b>	Introductions, Syllabus and Getting Acquainted
<b>Jan 23</b>	Who am I?: Self-Reflection/SPGD presentation/Week 2 MR
<b>Jan 30</b>	Who am I?: The US experience /UT Health Center presentation/ Week 3 MR
<b>Feb 6</b>	Who am I?: Americans going abroad/Cultural Activities/ Week 4 MR
<b>Feb 13</b>	Ghana: Getting there (flights, visas, check list, etc)/ Week 5 MR
<b>Feb 20</b>	Ghana: History & Culture/ Week 6 MR
<b>Feb 27</b>	Ghana Today: What to expect/ Week 7 MR
<b>Mar 6</b>	Ghana Independence Day--/Culture & Customs/Fundraiser/ Week 8 MR
<b>-----SPRING BREAK-----</b>	
<b>Mar 10-16</b>	
<b>Mar 20</b>	International Service Learning Projects (ISLP) –Introduction// Week 9 MR
<b>March 27</b>	ISLP –Group Planning// Week 10 MR
<b>April 3</b>	ISLP –Group Planning// Week 11 MR
<b>April 10</b>	ISLP –Group Planning / Week 12MR
<b>April 17</b>	ISLP –Group Planning / Week 13MR
<b>April 24</b>	ISLP –Group Planning / Week 14MR
<b>May 1</b>	Project Presentations/Complete Final Module/ Pre-departure celebration