

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

Course Number: SW 360K/395K AFR 374
UGS 119 International Learning Seminar
Unique Number: TBA
Semester: Maymester 2011/2013

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GHANA---- COMMUNITY AND SOCIAL DEVELOPMENT

I. Course Description (3 credits)

Fifty years after independence, Ghana has established new priorities around vigorous infrastructure development and enhanced social services and development, with special emphasis on education, child and family welfare, poverty reduction, and health promotion. Through this course, students will gain a sound understanding of Ghanaian social work approaches to community and social development through social service delivery and community empowerment strategies which incorporate indigenous customs, institutions, and values. Students will have the opportunity to examine the role of colonialism, cultural history and social policy in influencing the prevailing societal issues in Ghana and to explore various agency programs, non-governmental organizations (NGOs), and indigenous projects that are actively responding to Ghana's major social service needs. The course will focus on community and social development across various areas, such as poverty, child and youth welfare, women and family services, health and disability service, housing and migration concerns, employment and technology development, and environmental protection in rural and urban Ghanaian communities.

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/academicservice learning/](http://www.utexas.edu/provost/academicservicelearning/)). During the four weeks, students will volunteer with various NGOs, social service agencies, and community-based organizations. The course content will dovetail with the nature of community service 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. Students will be placed in agencies in the Greater Accra area. In addition, students will take part in educational excursions, such as tours of the Cape Coast slave fortresses, Catholic Action for Street Children's Rural Farm Apprenticeship Project, the Village of Patriensa Development Projects, and the Agogohene Reforestation Project. The course combines lectures by 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.

Pre-Departure International Learning Seminar (1 credit)

Required International Seminar (worth 1 credit hour) during the Spring 2010 semester in order to prepare for the study abroad Maymester course. Class format will follow the procedures of the Office and the Provost for all Maymester courses.

II. Learning Objectives of course and seminar

By the end of this course students will demonstrate:

1. Knowledge of the colonial history of Ghana, the Trans-Atlantic Slave trade and Ghana's historical and contemporary role in the Pan-Africanism movement, and the relationship between slavery/colonialism and contemporary issues facing African descent peoples
2. Awareness of the social, economic and political forces that have shaped the major societal problems in the areas of poverty and economics, child welfare, women's rights, health, housing, and environmental concerns.
3. Knowledge of the various forms of social services and community-based programs meeting the social service needs in Ghana.
4. Understanding of the Ghanaian forms of social service delivery through preparation for and active volunteerism in various agency programs, NGOs, and indigenous projects.
5. Ability to critically think about the global and local issues impeding social and economic growth in Ghana and to reflect upon through discussions and written assignments the impact of social service responses in Ghana.

III. Required Reading for UGS 119

1. Ghana Travel Guide
2. Required Course Packet (Available in February)

IV. UGS 119 Teaching Methods

Lectures, class discussions, reading assignments, small group discussions, films and guest speakers will be utilized to achieve course objectives. Students are expected to come prepared to participate in discussions of assigned readings.

V. Student Performance Evaluation

Grading is based on attendance, participation, critical thinking assignments, and completion of Service Learning Project Planning Phase and Phase 1 of the Service Learning Project Group Paper. Detailed guidelines for the Service Learning Project Group Paper can be found on Blackboard.

<u>Assignment</u>	<u>Percent of Grade</u>
Brief Quizzes (3)	50%
Participation & Critical Thinking Assignments	10%
Service Learning Project Planning Phase & Presentation	20%
Phase 1 of the Service Learning Project Group Paper	20%

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		

VI. Class Policies

- Attendance:** Attendance and prompt arrival to class is mandatory and students must be present for quizzes on the dates scheduled. **Beyond two absences, each absence will result in 5 points deducted from final grade pts.** 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.
- Late Assignments/Incompletes:** Assignments are due on the date assigned. Three points per day will be deducted for late assignments.
- APA format:** The School of Social Work uniformly requires the 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, 4th Edition.
- 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.
- Small group work:** Groups are expected to resolve challenges within their group context. The instructor is willing to serve as consultant if groups are unable to resolve their differences. Groups are not penalized in their grade for consulting with the instructor.
- Respect and Sensitivity:** Traveling abroad 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.

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.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. 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.

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://www.utexas.edu/depts/dos/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/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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>.

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.

Use of Blackboard in Class

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

VII. Course Schedule UGS 119 GHANA: PRE-DEPARTURE SEMINAR

<u>DATE</u>	<u>TOPIC AND READINGS</u>
Jan 21	Introductions and Getting Acquainted
Jan 28	Academic Service Learning Project, Form Groups
Feb 4	Academic Service Learning Project, Planning Stage
Feb 11	Academic Service Learning Project, Planning & Processing Stage
Feb 18	Academic Service Learning Project, Planning & Processing Stage Brief Quiz
Feb 25	<i>Proposed Project Presentations</i>
Mar 4	Ghana Independence: History & Culture
Mar 11	Ghana /Culture & Customs—Guest Speakers
----- SPRING BREAK -----	
	Mar 15-20
Mar 25	Discussion of Readings/Film
Apr 1	Discussion of Readings/Film Brief Quiz
April 8	Discussion of Readings/Film
April 15	Panel Discussion: Ghana Culture and Preparation
April 22	Panel Discussion: Ghana Culture and Preparation- Discussion of Readings/Film Brief Quiz
April 29	Group Presentations of Academic Service Learning Projects
May 6	Phase 1 of the Service Learning Project Group Paper Pre-departure celebration

