UNIVERSITY OF MINNESOTA

PA 3852 and PA 5880: Social Entrepreneurship & Diplomacy in Ghana (3 Credits)

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Office Hours: By request, instructor will accompany students on trip and be available throughout. All meetings will be in person.

Course description
This course is a global seminar focused on social entrepreneurship and diplomacy in the West African country Ghana. The course will focus on understanding diplomacy from an international Ghanaian context and from the perspective of U.S. based and entities such as the state department and non-governmental agencies; students will also learn about the diversity of governance systems between traditional (Chiefs, Kings, and Queen Mother’s) and modern (elected officials on a local and national level), how they work together in order to preserve Ghana’s history of governance and traditions; exploration of social entrepreneurship’s role in addressing societal challenges within Ghana; skill development of understanding diverse cultures and systems will enable students’ to develop skills for appreciating differences, citizenship and lifelong learning.

Course goals - By completing this course, students will:
● Understand diplomacy and the role of practicing diplomacy through learning about how other societies function politically and socially
● Examine social entrepreneurship and how they developing strategies to address societal challenges
● Analyze how diversity of cultures within a country traditional and modern governments work collaboratively to ensure that the country is thriving, preserving its history and and traditions
● Understand diverse philosophies and cultures within and across societies
● Develop skills for effective citizenship and lifelong learning

Liberal Education Requirements
Liberal Education (LE) is an essential part of your undergraduate education at the University of Minnesota. It helps you investigate the world from new perspectives, learn ways of thinking that will be useful to you in many areas of your life, and grow as an active citizen and a lifelong learner. All Theme courses have the common goal of cultivating in students a number of habits of mind:
thinking ethically about important challenges facing our society and world;
reflecting on the shared sense of responsibility required to build and maintain Community;
connecting knowledge and practice;
fostering a stronger sense of our roles as historical agents.

This course fulfills the Social Science Core requirement. The social sciences comprise a broad range of topics, approaches, and methodologies from the humanistic to the mathematical. Broadly, social scientists focus on individual behavior in the context of society, and explore the many dimensions of human practices including economics, education, politics, cultures, human development, cognition, and space. Knowledge of the social sciences brings students a better understanding of themselves in relation to others; shows how individuals, institutions, events, and ideas are connected; leads students to be more thoughtful and active citizens; and enhances personal capacities and welfare. Through the social sciences students more fully comprehend the patterns and problems of their own and other societies. Social scientists work at multiple spatial and temporal scales, from the individual to the global, and from periods of days to centuries.

Students (1) explore the intersection between diplomacy and citizenship to governments, education, social change; (2) describe and analyze how individuals experience and behaviors shape social enterprises that are established and sustained; (3) collect, organize, and interpret data using a qualitative method; (4) examine roles that individuals plan in their cultural, social, economic, and/or political worlds; (5) practices multidisciplinary ways of thinking that can be used to synthesize and analyze global issues, and connections among these; and (6) work collaboratively to construct new knowledge.

This course also fulfills the Global Perspectives theme. Undergraduates must develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. The Global Perspectives Theme assures that graduates from the University have had at least one significant academic exposure to the world beyond U.S. borders, and the opportunity to consider the implications of this knowledge for the international community and their own lives.

Students (1) focus on the country of Ghana to examine how social entrepreneurship is impacting the experiences of citizens; (2) develop a understanding of how traditional and modern governments operate collaboratively; (3) discuss and reflect on the implications of issues in the international community.

**Student Learning Outcomes**

<p>| At the time of receiving a bachelor’s degree, | Primary Learning Outcomes Addressed in Instructional Activity that will both build the learning outcome |</p>
<table>
<thead>
<tr>
<th>undergraduate learners:</th>
<th>this Course</th>
<th>and will allow the instructor to assess the learner progress toward the outcome</th>
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<tr>
<td>SLO #1 Understand diverse philosophies and cultures within and across societies</td>
<td>Learners are required to understand through the assigned readings Ghana’s philosophies and culture, as well as the sector of social enterprises and how they are affecting Ghana and similar societies.</td>
<td>Learners will participate in lectures, site visits, and panels that is based in an international context examining familiar political structures that exist within a small African country. Reflections, papers and team projects will be required.</td>
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<tr>
<td>SLO #2 Can communicate effectively</td>
<td>Learners are expected to communicate effectively with others throughout the course through face to face communication and in writing. For example students will be required to conduct follow up research with an organization they are interested for their social enterprise assessment project.</td>
<td>Learners will be required to maintain a academic journal, participate in group discussions, pose questions, participate in mini projects, and encourage to reflect critically throughout the course.</td>
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<tr>
<td>SLO #3 Understand the role of creativity, innovation, discovery, and expression across disciplines</td>
<td>Learners will be introduced to the role of creativity, innovation, and discoveries as a result of social enterprises in Ghana. They will also understand the role of diplomacy and government in supporting enterprises that are outcome driven.</td>
<td>Learners are required to attend and be active participants during lectures, panels and site visits. Through journaling, group discussions, and the social enterprise assessment project students will demonstrate their understanding of the content.</td>
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<tr>
<td>SLO #4 Have acquired skills for effective citizenship and lifelong learning</td>
<td>Learners are expected to acquire skills for effective citizenship and lifelong learning through participation in a global course based in a different country through</td>
<td>Learners are required to be presente and meaningfully engage in all aspects of the course. Some aspects of the course will be facilitated by experts within the country who are engaged in diplomacy and social enterprises</td>
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experiences that are distinctly different from their current lifestyle. that may present their environments with differing perspectives.

Required Texts:
6. Series of news articles on Ghana’s economic gains and social entrepreneurship that will be available via “digital course pack” will be required. You will need to pay for the course pack at the U of MN bookstore in person or online. Digital course pack readings can be accessed from the course Moodle page, from the course library page in My U, or go directly to reserves.lib.umn.edu. Log in with your email username and password. Additional readings, videos and web content will be provided and accessible directly from the Moodle course site.

Ground Rules/ Course Expectations:
Students are expected to attend class every day except for the days explicitly called FREE DAYS, which are identified on the final schedule of events. Classes will be unconventional in that they will not meet at the same time every day, and locations will vary on a daily basis. Students will be encouraged to be open and flexible in order to enhance the student’s experience in this learning adventure. A schedule of weekly events and meeting times will be handed out at the beginning of each week.

Students are expected to practice active participation in the course by doing the following; asking questions, participating in discussions, and treating each day with energy and attention. Excused Illness will be discussed on a case by case basis. Respect the learning environment by staying away from private conversations, reading papers, playing with cell phone, or surfing the internet/checking emails during class.

Lastly, students are encouraged to bring a computer, in order to contribute to their personal journal and short papers. A list of required reading and films will be assigned ahead of time in order to prepare for a full experience in Ghana. Readings will be determined before leaving the country and required to take to Ghana.
Course Requirements:
1. Students will be required to maintain an personal journal that will require them to reflect on their experiences regularly over the duration of the seminar - **150 points**

2. Students will be asked to reflect and critically think aloud during group discussions times that will be designated during the seminar - **150 points**

3. Students will be required to complete assigned readings, and to prepared for interactions during field trips and speaking engagements. Short reflective papers will be due after lectures - **150 points**

4. Students will be required to submit 2-3 questions that they may pose during discussions in advance to the instructor - **150 points**

5. Students will be required to participate in a team project focused on assessing a social enterprise in a rural and an urban community that we will be learning about - **200 points**

6. Students will be required to write reflective papers on their experience in the course - **200 points**

**Total Points - 1000 points**

Description of Course Requirements:
1. **Journaling:** Students will be required to maintain an personal journal that will require them to reflect on their experiences regularly over the duration of the seminar. Students have a variety of learning styles and in order to position them to contribute to discussions and interactions a journal is vital tool to document thoughts, feelings, and questions. The maintenance of a personal journal accounts for 15% of the students grade.

2. **Group Discussions:** Students will be required to reflect and critically think aloud during group discussions times that will be designated during the seminar. This is an active learning environment and students will be kept accountable this accounts for 15% of their grade.
3. **Reflective Papers**: Students will be required to submit a short reflective paper after guest lectures during the course.

**The Team Assessment**: Social Enterprise assessment project (7-8 pages, minimum of six references and two follow up research with organizations interested in. Students will work in teams of 3-4 people. The team will select two of the social enterprises presented to learn more about at a deeper level and conduct follow up research with the organization for project. This project will account for 20% of their grade. The presentation must include the following components:

a. **Logic Model**: Develop a logic model of the social enterprise using WK Kellogg Foundation logic model development guide (WK Kellogg Foundation, 2004).

b. **Follow up research**: Teams specifically follow up with organizations interested in to gather more information for assessment. Groups will need to prepare questions in advance that will assist them and they must be approved by instructor.

c. **Systems Evaluation**: Students teams will develop a visual that describes the organizational system with the following components: elements, interconnections, purpose based Ashoka’s Impact report (Ashoka, 2013).

d. **Assessment and writing**: Teams will write up an assessment based on the following criteria (adopted for MN CUP): Opportunity (what problem are they solving, innovation, solutions, and target market), Organizational plan (what is the model of operation, describe structure, who are the partners, what are the streams of revenue, who are your advisors, how is awareness raised?), Progress (what has the organization achieved, describe progress and milestones reached).
Grading Scale:
(Final total points earned for various assignments will be graded based on this absolute standard using the following scale):

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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>U of MN Definition of Grades</th>
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<tbody>
<tr>
<td>A</td>
<td>91 - 100%</td>
<td>For exceptional work, well above the minimum criteria</td>
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<tr>
<td>A-</td>
<td>89 - 90%</td>
<td>For outstanding work, well above the minimum criteria</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 88%</td>
<td>For excellent work, significant above the minimum criteria</td>
</tr>
<tr>
<td>B</td>
<td>83 - 82%</td>
<td>For work above the minimum criteria</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>75 - 79%</td>
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<tr>
<td>C</td>
<td>71 - 74%</td>
<td>For work which meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>68 - 70%</td>
<td></td>
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<tr>
<td>D+</td>
<td>65 - 67%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 - 64%</td>
<td>Worthy of credit even though it fails to meet the course requirements</td>
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<tr>
<td>F</td>
<td>59% or below</td>
<td>Failed to meet minimum course requirements</td>
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Grade Definitions:
A - Achievement that is outstanding relative to the level necessary to meet course requirements
B - Achievement that is significantly above the level necessary to meet course requirements
C - Achievement that meets the course requirements in every respect
D - Achievement that is worthy of credit even though it fails to meet fully the requirements
F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).
I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g. hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student before the end of the course.
How to Access Your Final Grades
Final grades will be available on-line approximately 72 hours after the final. Go to OneStop:
http://onestop.umn.edu/grades_and_transcripts/

Classroom climate:
At a large university like the University of Minnesota, it is likely that students in any one class will
be comprised of diverse ethnic, racial, cultural and/or sociopolitical backgrounds. Such varied
experiences help contribute to the success of classes by exposing students to different
perspectives. Therefore, students are encouraged to participate in creating an inclusive and
respectful learning environment where all views are welcome. Students acting in a manner
disruptive to the classroom climate will be asked to leave.

Class Schedule:

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<tr>
<th>Overview</th>
<th>Activities/Resources</th>
<th>Assignments &amp; Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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| **Class Introduction -** Provide overview of the course expectations, assignments, schedule or events and group work. | 1. Three - day course Conversational Twi - University of Ghana Legon 2. Lecture 1: Traditional governance in Ghana 3. Reception with current college students in Ghana 4. Panel presentation 1: student social entrepreneurship 5. Senchi Ferry & Aburi visit with traditional governance 6. Group discussion daily - language and traditional governance | Complete selected readings from:  
- Kevin Winge, (2006)  
Reflection paper 1 due post lecture |

| **Week 2** | | |
| **The Team Assessment -** Provide overview of team project and how to approach working in teams and identifying group to examine. | 1. Lecture 2: Women in Markets: Exploration of a hub of entrepreneurship 2. Lecture 3: Impact of social enterprises in Ghana 3. Panel presentations 2: of social impact organizations 4. Kumasi visit: Ashanti Castle and museum visit with traditional governance 5. Market tours in Accra (Makola) and Kumasi (Kejetia) | Complete selected readings from:  
- Bronfenbrenner, U. (1994)  
- Ryan, D. P. J. (2001)  
Reflection paper 2 - 4 due post lecture |
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<th>Week 3</th>
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<td><strong>Group project check-in</strong> - Check in on progress and discussion on conducting follow up meetings.</td>
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| 1. Lecture 5: Diplomacy 101 - State Department/ US Embassy in Ghana |
| 2. W.E.B. Dubois Memorial Center - Accra |
| 3. Accra Arts Center - Accra |
| 4. Black Square and Kwame Nkrumah Memorial |
| 5. Panel Presentations 3: social impact organizations |
| 6. Lecture 6: Ashesi University impact on social enterprise in Ghana |
| 7. Team follow up meetings with social impact group selected |
| 8. Final presentations to social impact groups |
| 9. Group discussion daily - Diplomacy and U.S. involvement |

| Complete selected readings in the digital reading packet. |
| Reflection paper 5 & 6 due post lecture |
| Final Assessment due at the end of global seminar |

**Student Conduct Code:**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).
Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Grading and Transcripts:
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:
A  4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-  3.667
B+  3.333
B  3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-  2.667
C+  2.333
C  2.000 - Represents achievement that meets the course requirements in every respect
C-  1.667
D+  1.333
D  1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S  Represents achievement that is satisfactory, which is equivalent to a C- or better. For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

Disability Accommodations:
The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: diversity.umn.edu/disability or email drc@umn.edu with questions.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study.
and to reserve about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.