



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

Social Entrepreneurship & Diplomacy in Ghana

Course Details

Course Designator & Number: PA 3852 and PA 5880

Number of Credits: 3

Language of Instruction: English

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

Phone: 612.625.6944, Email: sgbolo@umn.edu

Instructor: Simone Gbolo

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 US-based 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 Mothers) 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 Objectives

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 develop 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 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, culture, 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 play 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 US 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 an 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 (SLOs)

At the time of receiving a bachelor's degree, undergraduate learners:	Primary learning outcomes addressed in this course	Instructional activity that will both build the learning outcome and will allow the instructor to assess the learner progress toward the outcome
SLO #1 Understand diverse philosophies and cultures within and across societies	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.	Learners will participate in lectures, site visits, and panels that are based in an international context examining familiar political structures that exist within a small African country. Reflections, papers and team projects will be required.
SLO #2 Can communicate effectively	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 in their social enterprise assessment project.	Learners will be required to maintain an academic journal, participate in group discussions, pose questions, participate in mini projects, and encourage to reflect critically throughout the course.
SLO #3 Understand the role of creativity, innovation, discovery, and expression across disciplines	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.	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.

<p>SLO #4 Have acquired skills for effective citizenship and lifelong learning</p>	<p>Learners are expected to acquire skills for effective citizenship and lifelong learning through participation in a global course based in a different country through experiences that are distinctly different from their current lifestyle.</p>	<p>Learners are required to be present 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 that may present their environments with differing perspectives.</p>
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Course Requirements

Description of Course Requirements

1. **Journaling:** Students will be required to maintain a 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 a vital tool to document thoughts, feelings, and questions. The maintenance of a personal journal accounts for 15% of the student's 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 the 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 gathering more information for assessment. Groups will need to prepare questions in advance that will assist them, and they must be approved by the 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 & 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).

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.

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 phones, 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.

Required Reading / Materials

- Barreiro, T. D. (2013). Social Entrepreneurship: From Issue to Viable Plan. Business Expert Press.
- Bornstein, D., & Davis, S. (2010). Social Entrepreneurship: What Everyone Needs to Know®. Oxford University Press.
- Bronfenbrenner, U. (1994). Ecological models of human development. International encyclopedia of education, 3(2), 37-43.

- Mbele, Joseph, L. (2005). Africans and Americans. Embracing Cultural Differences. Africonexio.
- Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. Retrieved January 9, 2012.
- Kevin Winge, (2006). You've Got to come in right, from book Never Give Up / Vignettes from Sub-Saharan Africa in the Age of AIDS.
- Zúñiga, X., Naagda, B. R. A., & Sevig, T. D. (2002). Intergroup dialogues: An educational model for cultivating engagement across differences. Equity & Excellence in Education, 35(1), 7-17.
- Series of news articles on Ghana's economic gains and social entrepreneurship that will be available via canvas.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	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.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Personal journal	10%
Group discussions	10%
Readings, interactions, and papers	15%
Discussion questions	15%
Team project	20%
Reflective papers	20%
Participation	10%
Overall grade	100%

Assessment Details

Students will be required to maintain a personal journal that will require them to reflect on their experiences regularly over the duration of the seminar - **100 points**

Students will be asked to reflect and critically think aloud during group discussions times that will be designated during the seminar - **100 points**

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

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

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

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

Participation/ Accountability/Responsibility Contract - **100 points**

Total Points - 1000 points

How to Access Your Final Grades

Final grades will be available online approximately 72 hours after the final. [Go to OneStop.](#)

Course Content

Unit 1

Classroom Introduction

Provide an overview of the course expectations, assignments, schedule or events, and group work.

- Orientation
- Tour Accra
- Aburi & Tetteh Quarshie Cocoa Farm
- Lecture on Pan-Africanism significance
- Lecture on Public Policy in Ghana
- Centre for Democracy and Development
- Travel to Cape Coast
- Free day
- Group discussion/ Check in daily Time TBD
- Complete selected readings from:
 - Kevin Winge, (2006)
 - Bornstein, D., & Davis, S. (2010)
 - Mbele (2011), Mbele (2021)
 - Zúñiga, X., Naagda, B. R. A., & Sevig, T. D. (2002)
- Reflection paper 1 and Journal due end of week

Unit 2

The Team Assessment

Provide overview of team projects and how to approach working in teams and identifying groups to examine.

- Cape Coast
- Global Mamas Workshops
- Mini Service Project

- Lecture on Trans-Atlantic Slave Trade
- Cape Coast/Elmina visit: Visit historic sites
- Visit Kakum
- Free day
- Travel to Kumasi
- Group discussion/Check-in daily (time TBD)
- Complete selected readings from:
 - Barreiro, T. D. (2013)
 - Bronfenbrenner, U. (1994)
 - Ryan, D. P. J. (2001)
- Reflection paper 2 & 3 and journal due end of week

Unit 3

Group project Check-in

Check in on progress and discussion on conducting follow up meetings.

- Kumasi
- Kente Village and Central Market
- Visit Trashy Bags
- Visit Soronko Solutions
- Crescendo Foods
- Visit Krobo
- Lecture on the Role of women in national development in Ghana
- African Ancestral wall
- Free day
- Group discussion/ Check-in daily (time TBD)
- Complete selected readings in the digital reading packet.
- Reflection paper 4 & 5, and journal due end of week
- Final assessment due at the end of global seminar

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

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.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

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>.

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>.

Appropriate Student Use of Class Notes & 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: <https://policy.umn.edu/education/syllabusrequirements-appa>.

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:

https://regents.umn.edu/sites/regents.umn.edu/files/2020-08/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Equity, Diversity, Equal Opportunity, & 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:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf

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 & 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 & 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.