

**Course Title**

**Society, Culture and Modernization in Ghana**

**Course Number**

SCA-UA 9776

**Instruction Mode: Blended**

**Fall 2022**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Accra, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact [nno211@nyu.edu](mailto:nno211@nyu.edu) if you have trouble accessing the Brightspace site.

**Syllabus last updated on: 04-08-2022**

**Lecturer Contact Information**

Dr. Akosua K. Darkwah  
Office Hours by Appointment

**Prerequisites**

None

**Units earned**

Three credits

**Course Details**

- Wednesdays 10:00am to 1:00pm
- All times are Greenwich Meridian Time.
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU [Accra] community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

- If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocols. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

### **Course Description**

Ghana, like other sub-Saharan African countries, has what Ali Mazrui describes as a triple heritage; indigenous traditions that have been infused with Western traditions and external religious beliefs, both Christian and Muslim. These external forces are in constant interaction with the continent producing a constant flux in what it means to be Ghanaian. This course provides us with a lens through which to understand the changing nature of what it means to be Ghanaian. It forces us to interrogate the extent to which one can describe a person as an 'authentic' Ghanaian and provides us with an opportunity to discuss the varying forces that shape who and what it means to be a Ghanaian in contemporary times.

### **Course Objective**

- To be able to demonstrate understanding of the concept of post-colonial identity.
- To be able to identify the various social factors that have led to changes in Ghanaian social institutions.
- To be able to demonstrate understanding of the ways in which we can talk about change and continuity in various Ghanaian social institutions.
- To be able to analyse secondary data and produce a basic report of the synthesised findings.

### **Assessment Components**

#### **Discussion Questions**

There are fourteen weeks of class for which reading material is assigned. For ten of the fourteen weeks, you are expected to come to class with at least 2 discussion questions generated by your reading of the material assigned for class that week. These questions will serve as guiding questions for our discussion each week. Over the course of the semester, your questions will be compiled and graded as part of your course work.

#### **Reaction Papers**

Each student is expected to write three reaction papers that tie your reading material/class discussion to observations you make. These observations could be newspaper reports, television reportage, radio discussions, events you attend or discussions you have with others. Your grade in each of these papers will be dependent on your level of analysis/insightfulness. These papers are due on the day of session 4, 8 and 12. The reaction papers should be sent to me online at [akosuadarkwah@gmail.com](mailto:akosuadarkwah@gmail.com). Failure to submit these papers on the due dates will cost you.

#### **Term Paper**

Drawing on no less than eight articles (www.ajol.info is a good source), none of which should have

been assigned in class, write a 10-15 paged paper on any topic of your choice that is related to this course. The final version of the paper will be due in class during the fifteenth week (December 8<sup>th</sup>). Be sure to strictly adhere to the guidelines regarding number of sources and page limits. Failure to adhere to these guidelines will cost you. The term papers will be assessed on the following criteria:

- Minimum length (10 pages)
- Minimum number of sources (8 articles)
- Correct use of grammar and spelling
- Correct citation of sources
- Appropriate title
- Thesis statement
- Coverage of all ideas introduced in thesis statement
- Clarity of writing
- Organisation of ideas/arguments with supporting evidence
- Synthesis of information
- Critical Analysis
- A conclusion that ties the major ideas of the paper together
- Proper Referencing

### Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade	Due
Class attendance and participation	20%	
Discussion Questions	20%	
Reaction Papers	30%	September 14 <sup>th</sup> October 19 <sup>th</sup> November 27 <sup>th</sup>
Term Paper	30%	December 11 <sup>th</sup>

### Teaching & Learning Philosophy

Quality teaching and learning for me requires the use of the Socratic method of teaching, an inquiry based dialogue between faculty members and students that encourages the students to develop new ways of understanding the everyday world in which they live. This class is thus run largely as a discussion with me filling in gaps and providing context as necessary to help students make fuller sense of the material they are reading as well as their daily experiences in Ghana.

### Supplemental Text(s) (not required to purchase)

Konadu, K., & Campbell, C. C. (Eds.). (2016). *The Ghana reader: History, culture, politics*. Duke University Press.

### **Additional Required Equipment**

Not Applicable

### **Session 1 – Make-Up Day: Friday, 2 September 2022**

Introduction to Ghanaian society

### **Session 2 – Wednesday, 7 September 2022**

Theoretical Perspectives

Haernaes, Per. 2012. In *Reclaiming the Human Sciences and Humanities through African Perspectives*, edited by Helen Lauer and Kofi Anyidoho. Accra: Sub-Saharan Publishers. Pp. 200-233.

Hall, Stuart. 1996. When was the Post-colonial? Thinking at the Limit, In *The Post-Colonial Question: Common Skies, Divided Horizons*, edited by Iain Chambers and Lidia Curti. Routledge, London. Pp. 242-260.

Mishra, Vijay and Bob Hodge. 2005. What was Postcolonialism? *New Literary History* 36 (3): 375-402.

### **Session 3 - Wednesday, 14 September 2022**

Family

De, Rose, Laurie, Dodoo, Francis and Vrushali Patil. 2002. Schooling and Attitudes on Reproductive-Relative Behaviour in Ghana. *International Journal of Sociology of the Family* 30 (1): 50-65.

Monibo, Sam A. 2009. Arranged Marriage: Change or Persistence? Illustrative Cases of Nigerians in the USA. *Journal of Comparative Family Studies* 40 (4): 739-757.

### **Session 4- Wednesday, 21 September 2022**

**\*\*Public Holiday – No Class\*\***

### **Session 5 - Wednesday, 28 September 2022**

Migration

Twum-Baah, K. 2005. "Volume and Characteristics of International Ghanaian Migration." In Manuh, T (ed.), *At Home in the World? International Migration and Development in Contemporary Ghana and West Africa*. Accra: Sub-Saharan Publishers. Pp. 55-77.

Antwi-Bosiakoh, T. (2009). "The Migration of Nigerians to Ghana." *Legon Journal of Sociology* 3 (2): 93 – 112.

Abdul-Korah, G. (2007). "'Where Is Not Home?': Dagaaba Migrants in the Brong Ahafo Region, 1980 to the Present." *African Affairs* 106: 71 – 94.

### Session 6 - Wednesday, 5 October 2022

#### Health

Boafor, T. K., Ntummy, M. Y., Asah-Opoku, K., Sepenu, P., Ofosu, B., & Oppong, S. A. (2021). Maternal mortality at the Korle Bu Teaching Hospital, Accra, Ghana: A five-year review. *African journal of reproductive health*, 25(1), 56–66.

Twum, P., Qi, J., Aurélie, K., & Xu, L. (2018). Effectiveness of a free maternal healthcare programme under the National Health Insurance Scheme on skilled care: evidence from a cross-sectional study in two districts in Ghana. *BMJ Open*, 8.

Apanga, P. A., & Awoonor-Williams, J. K. (2018). Maternal Death in Rural Ghana: A Case Study in the Upper East Region of Ghana. *Frontiers in public health*, 6, 101.

### Session 7 - Wednesday, 12 October 2022

#### Women's Rights

Adomako Ampofo, Akosua. 2008. Collective Activism: the Domestic Violence Bill Becoming Law in Ghana. *African and Asian Studies* 7 (4): 395-421.

Hodzic, Saida. 2009. Unsettling Power: Domestic Violence, Gender Politics and Struggles over Sovereignty in Ghana. *Ethnos* 74 (3): 331-360.

### Session 8 - Wednesday, 19 October 2022

#### Funerals

Van der Geest, Sjaak. 2000. Funerals for the Living: Conversations with Elderly People in Kwahu, Ghana. *African Studies Review* 43 (3): 103-129.

Arhin, Kwame. 1994. The Economic Implications of Transformations in Akan Funeral Rites. *Africa: Journal of the International African Institute* 64 (3): 307-322

Mazzucato, Valentina., Kabki, Mirjam & Lothar Smith. 2006. Locating a Ghanaian funeral: Remittances and Practices in a Transnational Context. *Development and Change* 37(5):1047-1072.

### Session 9 - Wednesday, 26 October 2022

#### Sexualities

Darkwah, Akosua K and Alexina Arthur. 2006. (A) Sexualising Ghanaian Youth?: A Case Study of Virgin Clubs in Accra and Kumasi *Ghana Studies* 9: 123-149.

Dankwa, Serena, Owusua. 2009. It's a Silent Trade: Female Same Sex Intimacies in Post-Colonial Ghana. *NORA- Nordic Journal of Feminist and Gender Research* 17 (3): 192-205.

Banks, William. 2011. This Thing is Sweet: Ntete and the Reconfiguration of Sexual Subjectivity in Post-Colonial Ghana. *Ghana Studies* 14: 265-290.

### **Session 10 - Wednesday, 2 November 2022**

Work

Bortei-Doku Aryeetey, Ellen. 2000. "The Participation of Women in the Ghanaian Economy," In *Economic Reforms in Ghana: The Miracle and the Mirage*, edited by E. Aryeetey, J. Harrigan and M. Nisanke. Accra: Woeli Publishing Services. Pp 321-343.

Darkwah, Akosua, K. 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.

Overa, Ragnild. 2007. When Men do Women's Work: Structural Adjustment, Unemployment and Changing Gender Relations in the Informal Economy of Accra, Ghana. *Journal of Modern Africa Studies* 45 (4): 539-563.

### **Session 11 - Wednesday, 9 November 2022**

Religion

Meyer, Birgit. 2008. Powerful Pictures. Popular Protestant Aesthetics in Southern Ghana. *Journal of the American Academy of Religion* 76 (1): 82-110.

Gifford, Paul. 2008. ['The Bible in Africa: a Novel Usage in Africa's New Churches.'](#) *Bulletin of the School of Oriental and African Studies*, 71 (2): 203-218.

Darkwah, Akosua, K. 2001. Aid or Hindrance: Faith Gospel Theology and Ghana's Incorporation into the Global Economy. *Ghana Studies* 4: 7-29.

### **Session 12 - Wednesday, 16 November 2022**

Politics

Ayee, Joseph. R.A. (ed.). 2019. Politics, Governance, and Development in Ghana. Lanham: Rowman & Littlefield Publishers. Chapters 2, 6 and 13.

### **Session 13 - Wednesday, 23 November 2022**

COVID and beyond

Darkwah, Akosua. K., Thorsen, Dorte., & Wayack-Pambe, Madeleine (2022). Gender blind spots in COVID-19 containment and mitigation measures in Burkina Faso and Ghana. *Feminist Africa* 3 (1), 71-98.

Kinoti, Wangari and Fatimah Kelleher. 2022. COVID-19 Recovery and Beyond: An African Feminist Vision for Macroeconomic System Change. *Feminist Africa* 3 (1): 13-42.

### **Session 14 - Wednesday, 30 November 2022**

Class Presentations

## **Session 15- Wednesday, 7 December 2022**

Review Session

## **Session 16- Wednesday, 14 December 2022**

Essay Submission

### **Classroom Etiquette**

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

### **Suggested Co-Curricular Activities**

Outdoor cultural events such as Tuesday nights at Zen Gardens and Wednesday nights at +233

### **Your Lecturer**

Akosua K. Darkwah is an associate professor of sociology at the University of Ghana. Most of her research interrogates the extent to which global economic policies/practices impact on the nature and character of Ghanaian women's work. Besides employment institutions, she has also studied other Ghanaian social institutions such as the family and religion. Some representative publications are:

Darkwah, Akosua K. 2022. Reflections on the pandemic from a Southern feminist scholar. In M. Heath, A. Darkwah, J. Beoku-Betts, & B. Purkayastha (Eds.), *Global feminist autoethnographies during COVID-19: Displacements and disruptions* (pp. 301-310). Routledge.

Darkwah, Akosua K. 2021. Digital activism Ghanaian feminist style. In J. Beoku-Betts, & A. Adomako Ampofo (Eds.), *Producing Inclusive Feminist Knowledge* (pp.147-165). Emerald Publishers.

Darkwah, Akosua K. 2021. African women and globalisation. In O. Yacob-Haliso, & T. Falola (Eds.), *The Palgrave Handbook of African Women's Studies* (pp. 1805-1820). Palgrave Macmillan.

Darkwah, Akosua K. 2019. Fluid mobilities? Experiencing and responding to othering in a borderless world. *Contemporary Journal of African Studies* 6 (2), 51-69.

Darkwah, Akosua K. 2016. Globalisation, Development and the Empowerment of Women. In *Handbook of Gender in International Relations*, edited by Jill Steans and Daniela Tepe. London: Edward Elgar. Pp. 386-393.

Darkwah, Akosua K. 2014. Structural Gendered Inequalities in the Ghanaian Economy. In *Sociology and Development Issues in Ghana: A Reader in Sociology*, edited by Dan-Bright S. Dzorgbo and Steve Tonah. Accra: Woeli Publishing Services. Pp. 137-151.

## Academic Policies

### Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0

A- = 90-93 or 3.7

B+ = 87-89 or 3.3

B = 84-86 or 3.0

B- = 80-83 or 2.7

C+ = 77-79 or 2.3

C = 74-76 or 2.0

C- = 70-73 or 1.7

D+ = 67-69 or 1.3

D = 65-66 or 1.0

F = below 65 or 0

### Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to [nno211@nyu.edu](mailto:nno211@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.



Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

### **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

### **Late Submission of Work**

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

### **Academic Honesty/Plagiarism**

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

### **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

### **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, **NYU Classes**, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside

of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU [SITE].

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277
- Local Phone Number : 024-315-0011