



 STERN SCHOOL OF BUSINESS	Business & Society Program Stern International Volunteers: Ghana BSPA-UB.2000.01 Spring 2019 Professors Kowal & Taparia Thursdays, January 31 - May 9 9:30am - 10:45am Room Tisch UC09
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This 3-credit course that counts towards Stern's Co-Concentration in Sustainable Business; Social Entrepreneurship Minor; Global Business Minor, and Wagner's Public Policy & Management Minor

Contact Information

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Course Overview

SIV Ghana is a one-of-a-kind course that combines in-class learning with an on-ground, real-world business and cultural immersion. Over the past five years, SIV Ghana has been working in the village of Woatze Tsatoe in the Eastern Volta region of Ghana. When we began work, the village had no concrete structures, paved roads or any businesses. Since then, our class has advised and assisted this community in the establishment of 3 micro-businesses, and helped support the development of a variety of infrastructure projects including a new school and public latrine. This year's social entrepreneurship projects will include helping expand and create systems for the community's flagship enterprise, the Amenuveve Batik cooperative, and helping conceive and develop new businesses for the future. Our volunteer projects will involve evaluating and implementing new enhancements in health and

education. The overall aim of SIV Ghana is to promote sustainability and socio-economic growth in the village of Waodze Tsatoe, Ghana. During Spring Break, the entire class, accompanied by Professors Kowal & Taparia, will travel to Ghana to study and implement our ideas in the village of Waodze Tsatoe.

Trip Dates

Arrival in Accra, Ghana on Friday, March 15, 2019

Departure for the USA on Saturday, March 23, 2019

SIV Ghana 2019 Partners

NYU Stern and NYU Accra will be working with Adanu, our partner on the ground for the past five years. Adanu is a Ghanaian-led nonprofit organization that works alongside rural, underdeveloped Ghanaian communities to create and establish sustainable solutions for education and health in the Eastern Volta Region. In particular, Adanu helps communities build schools, sanitation projects, health clinics and more by engaging university students from across the world to work alongside them. Over the past five years, Adanu has been a partner for SIV Ghana and helps coordinate all the class' logistics in the region, cultural immersion and volunteer projects. In partnership with SIV Ghana, it has helped build a public latrine, permanent school, batik shed, mango plantation and school garden in the village of Woadze Tsatoe. <https://www.adanu.org/>

Stern International Volunteers Goals

Business as a Tool for Development

- Learn by doing: help incubate community-owned businesses in an underserved environment using social entrepreneurship
- Stimulate homegrown entrepreneurship as a tool for economic development

Volunteer

- Deepen our commitment to community service
- Develop empathy and become more culturally aware

Cultural Immersion

- Expose ourselves to new cultures as part of our business leadership training

Leadership

- Influence students' perspectives on the world as future business leaders

Classroom Norms

Participation is critical, and it includes being prepared for class discussions, attending every class session (arriving on time and not leaving early), and engaging in all scheduled activities while in Ghana. You need to inform us by email if you miss class for religious observance, civic obligation or illness. *Repeated tardiness or more than one absence from the seminar may result in dismissal from the program.*

Active discussion is an essential part of learning in this course, and given the shared, experiential aspect of the course, it will be especially important for us to establish and maintain a safe space for reflective dialogue.

Academic Integrity

Integrity is critical to the learning process and to all that we do here at NYU Stern. All students are expected to abide by the NYU Stern Student Code of Conduct. To read the Stern Code of Conduct in full, go to www.stern.nyu.edu/uc/codeofconduct.

As outlined in the Code of Conduct, a student's responsibilities include, but are not limited to:

- A duty to acknowledge the work and efforts of others when submitting work as one's own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others must be clearly referenced.
- A duty to exercise the utmost integrity when preparing for and completing examinations, including an obligation to report any observed violations.

To help ensure the integrity of our learning community, all assignments you submit to NYU Classes will be checked by Turnitin which will cross-reference your submission against a database of all prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of Turnitin's database.

Students with Disabilities

Students whose class performance may be affected due to a disability should notify me immediately so that arrangements can be made in consultation with the Henry and Lucy Moses Center for Students with Disabilities. For more information, please visit <http://www.nyu.edu/csd/>

Course Deliverables & Grading*

Date	Title	% of Grade	Group	Individual
2/7	Module 2: Cocoa Essay	10		✓
2/14	Module 3: Presentations on NYC market trends and opportunities for Amenuveve	10	✓	
2/21	Module 4: Ethnography Questionnaires	10		✓
2/28	Module 5: 2 Study Questions - Response	5		✓
4/4	Module 9: Cocoa Problems and Solutions Essay	10		✓
4/18	Module 11: Homegoing Skits	5	✓	
4/25	Module 12: Social Entrepreneurship Project presentations	15	✓	
5/2	Module 13: Volunteer Project Presentations	15	✓	
5/9	Module 14: Reflection Essays	20		✓

* Some homework assignments will be graded on a 1-3 scale, where 2 = meaning that you have met the uniformly high standard for work at NYU Stern, 3 = meaning that you are one of the few people/groups in the class who have showed unusual depth, insight, or creativity and 1 = meaning that your performance could be improved.

SIV Ghana 2019 Group Projects

The class will be divided into 4 teams of 4-5 students each.

Each team will work on 1 social entrepreneurship and 1 volunteer-related project.

Social Entrepreneurship Projects

1. Amenuveve Business Model Analysis and Re-validation

- a. Review and analyze business model developed by last year's class
- b. Compile Profit & Loss statement on a monthly basis from March 2018 till date (past 12 months). Ensure the books of accounts comply with Generally Accepted Accounting Principles. The Amenuveve Batik Cooperative received a large set of orders from [All Across Africa](#) during December and January, and we need to ensure that the accounting is done correctly.
- c. Develop a customer-level Profit & Loss statement for *All Across Africa*.
- d. What are the financial strengths and weaknesses of the business?
- e. What are the most profitable businesses for Amenuveve and where would you recommend they focus their energy and resources?
- f. How much income has the enterprise generated for its workers? How many people are employed? What is the frequency of payment and what has been the impact to the local economy? What recommendations would you make to its compensation structure?
- g. What other recommendations would you make?

2. Amenuveve Training and Business Development

- a. Create module for basic training for Holy (Amenuveve's Business Manager) and key managers on using Powerpoint for marketing and Excel for business modeling
- b. Create module for basic training on sales and marketing techniques
- c. Help identify local opportunities
 - i. Analyze Amenuveve's current local customer base in Ghana
 1. Who have been Amenuveve's customers in Ghana?
 2. How big is each customer?
 3. What products did Amenuveve make for each customer?
 - ii. Local tourist opportunities for "Make My Own Batik."
 1. What is the current tourist offering by Amenuveve
 2. How many tourists have gone through the program?
 3. How might Amenuveve attract more tourists?
 4. How might the offering be professionalized?

5. Develop a process and training program for Amenuveve staff to offer this as a product.
 6. How might this offering be publicized?
- iii. What are the other local opportunities? Identify at least 3 verticals. Help the team develop a simple 5-7 slide pitch deck for each.

3. What is the Next Business for Woadze Tsatoe - A Fish Farm?

- a. Research different types of small, village-level fish farms.
- b. What infrastructure would it take to set one up in Woadze Tsatoe?
- c. What would it cost?
- d. What kind of systems would it require?
- e. What kind of training would it require?
- f. How does fishing currently take place for residents of Woadzte Tsatoe?
- g. What kinds of fish farms exist in the vicinity near the village on Lake Volta?
- h. Who in Woadze Tsatoe is working in fish farming today?
- i. Who in Woadze Tsatoe would be able to lead the effort of setting up one?
- j. Who else in the village would like to join a fish farming business?

4. What is the Next Business for Woadze Tsatoe - a Vegetable Farm?

- a. Review all existing data and research conducted by previous classes and interns to understand the needs and desires of the community.
- b. Conduct 15 interviews using ethnography and determine:
 - i. What are some of the most important needs for the members of the community?
 - ii. What are the skills and strengths of members of the community?
 - iii. What do they want to do with their lives and careers?
- c. Based on the above research, determine what are the best business opportunities for the village beyond what is already taking place.
- d. Identify 3 opportunities and develop a Business Model Canvas for each.

Volunteer Projects

1. The State of the Woadze Tsatoe Farm and Water Business - conduct analysis and make recommendations

- a. What is the current state of the farm?
 - i. number of acres under cultivation
 - ii. the crop calendar
 - iii. seed procurement
 - iv. who are the customers
 - v. what does the P&L look like?
- b. What is the state of the water business
 - i. number of customers per day, per week, per month
 - ii. consumer feedback on the water
 - iii. levels of awareness of clean water in the village
 - iv. what does the P&L look like?
- c. What are the problems?

- d. What are the opportunities?
- e. What are the most important needs for each business and how might Woadze Tsatoe and SIV Ghana sustainably meet them.

2. Conduct an analysis on the availability of health care in the region, identify most important need-gaps, and do a deep-dive on Bilharzia

- a. Which are the nearest health clinics? What specific services do they offer?
- b. Which are the nearest hospitals? What specific services do they offer?
- c. Collect basic data from at least 2 health clinics. E.g. Bilharzia, pregnancies, malaria incidence, HIV incidence, other
- d. What are the highest priority needs with respect to health? Conduct interviews in the community.
- e. Conduct deep-dive on Bilharzia
 - i. What are the specific responsibilities of the Ghana Health Services with respect to Bilharzia, in particular for vaccination and treatment
 - ii. What is the current situation with respect to Bilharzia treatment in Woadze Tsatoe and the region? How often are people treated? Is there negligence? If so, what is the nature of the negligence?
 - iii. How might we ensure that the Ghana Health Services does what it is supposed to with respect to Bilharzia treatment? Is there a cost to ensuring this? If so, how would we calculate that? Are there nonprofit health services that can help in the region?

3. Create short English as a second language course for adults

- a. Gain an understanding of how many adults would like to learn English and what language skills might be most important to them. Refer to previous students' research.
- b. Develop a 3-day course English course for non-English speakers and administer in the village.
- c. Gain an understanding of how many adults speak some English. Conduct interviews.
- d. What is their proficiency?
- e. What is the impact of your course after 3 days? How did you measure this?

4. Curriculum development for Pencils of Promise (POP) program

- a. What are the components of the Pencils of Promise curriculum?
- b. How does it match the Woadze Tsatoe school curriculum for each grade? What are the key differences?
- c. What are the key steps that need to be taken to upgrade the school's curriculum? What supplies and training might be required?
- d. What role is the community (parents, teachers, etc.) playing in the school? How can involvement be improved? What process would you recommend for greater community involvement?

- e. POP has suggested that we engage the students in reading activities, hygiene and sanitation activities and their parents in activities to understand and appreciate the importance of education

CLASS SCHEDULE

For every class session, students are expected to read the assignments and be prepared. Being unprepared does not excuse an absence, and students are expected to be present even if unprepared. If the student is unable to prepare for a class, they should notify the professor via email or in person prior to that class.

MODULE 1: Introduction

Syllabus, Project and Trip Overview; Batik Market Research

Date: January 31, 2019

Learning Objective

- To review different approaches to poverty alleviation
- To learn some basic facts about Ghana and about our village Woadze Tsatoe.
- To introduce the team projects (social entrepreneurship and volunteer)
- To review trip itinerary

Read:

- *The White Man's Burden*, William Easterly, 2007, Chapter One, omit pp.19-26
- *Bradt Ghana Travel Guide*, Philip Braggs, 2014. History & Economy sections
- *Ghana Profile, BBC News*, 2018, <http://www.bbc.com/news/world-africa-13433790>
- *Ghana Poverty & Inequality Analysis 2016*, Cooke, Hague & McKay
- **Tsatoe background readings and videos**
Woadze Tsotoe Diaries, by Hans Taparia and Rachel Kowal
SIV Ghana 2018 Video: <https://www.youtube.com/watch?v=CLxio7R3NG8>

MODULE 2: From Bean to Bar, Understanding Income Disparity and Poverty through Chocolate

Date: February 7, 2019

Learning Objective:

- To gain an appreciation for one of the main drivers of the Ghanaian economy: cocoa
- To understand where value is captured in the supply chain and determine the underlying causes of poverty and inequality.
- Rank your project choices – social entrepreneurship & volunteer projects

Read:

- *Cocoa Prices Leave Bitter Taste for Ghana*, 2018, Financial Times
- *Cocoa Producers Aim to Break the Mold*, 2018, Financial Times

- <https://www.news.com.au/lifestyle/food/eat/cadburys-stark-warning-radical-action-needed-to-keep-the-chocolate-flowing/news-story/1e2b2e8c60a1c5a27e8027a82538c4c1>
- <http://www.worldagroforestry.org/treesandmarkets/inaforesta/history.htm>
- *How Chocolate is Made*, Owen, G., 2013
- *Cocoa in Ghana: Shaping the Success of an Economy*, Kolavalli, Vigneri,

Homework (10% of grade) – Individual Assignment

Based on the readings for this week and any other readings you may look up on cocoa, what do you think is the root of poverty for cocoa farmers? Write a 2-3 page essay, double spaced.

MODULE 3: Social Entrepreneurship and Volunteer Project Deep Dives

Date: February 14, 2019

Learning Objective:

- Review the deliverables for each project – team discussions
- Short team presentations on NYC market opportunity for Batik

Read & Explore Contents of these Folders:

- **Clean Water business**
- **Education**
- **Amenuveve Batik Center**
- **Farm business**

Homework (10% of grade) – Group Assignment

- Each team to be assigned 1 market segment and given a few pieces of Amenuveve product. Market segments are:
 - Ethnic Ghanaian markets in Harlem and the Bronx
 - Independent homewares and clothing stores in Williamsburg, Soho or the Village (or elsewhere in the city)
 - Large format retail chains such as Whole Foods, Target, and Bed, Bath & Beyond
 - Small format retail chains such as H&M, JCrew
- Evaluate:
 - Consumer trends in your market segment. These could include:
 - desired products
 - design trends
 - pricing
 - What is the pricing and margin structure of your class of trade?
 - What is the opportunity for Amenuveve's existing product line? Evaluate this based on Amenuveve's cost, pricing and core competencies. Refer to all Amenuveve company material, marketing material, business model and products

- Put together 7-10 slide presentation on the above.

MODULE 4: Introduction to Ethnography

Date: February 21, 2019

Learning Objective

- Introduction to Ethnography as a research method
- Ethnography practice

Read:

- Interviewing Tips: <https://medium.com/ethnography-matters/interviewing-for-introverts-cdd4adfab547>
- User-Centered Research Guide: https://www.ellenmacarthurfoundation.org/assets/design/User_Centred_Research%20Guide_FINAL.pdf
- Waodze Tsatoe Demographic Survey – Summer 2018, David Hedaya, SIV Alum (2018)

Homework (10% of grade) – Individual Assignment

- Design your social entrepreneurship questionnaire. Based on your social entrepreneurship project, what do you need to know from your users before you can start your work?
- Design your volunteer project questionnaire. Based on your volunteer project, what do you need to know from your users before you can start your work?

MODULE 5: Ghanaian History to Civil Rights

Date: February 28, 2019

Learning Objectives:

- To examine Ghana's historical roots
- To trace the history of the slave trade to the modern civil rights movement

Read:

<http://whitneyplantation.com/the-atlantic-slave-trade.html>
<https://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard>
<http://www.slavevoyages.org/assessment/essays>

Watch:

- Documentary: *13th*, by Ava DuVernay. Available on Netflix. <https://www.netflix.com/title/80091741>

Homework (5% of grade) – Individual Assignment

Provide a written response to **both** of the Study Questions below:

1. Describe the different roles that the Asantes, the Fante and the British played in the slave trade.
2. What tools were employed by post Civil War administrations in the US to fuel mass incarceration?

MODULE 6: Group Break-out Session & Trip Pre-Departure

Date: March 7, 2019

Learning Objective:

- Team preparation for Projects
- Pre-Departure and Trip Logistics Review

Read:

- *Bradt Ghana Travel Guide*, Philip Braggs, 2014. Cultural Etiquette section
- *NYU Accra Study Abroad* - <https://www.nyu.edu/accra/student-life/living-in-accra/culture-customs.html>
- *Ghanaian Cuisine* - https://en.wikipedia.org/wiki/Ghanaian_cuisine

MODULE 7: Trip Departure - NO CLASS

Date: March 14, 2019

TRIP DATES (Spring Break)

- Arrival: Friday, March 15th
- Return: Saturday, March 23rd

MODULE 8: Taking Stock of the Trip

Date: March 28, 2019

Learning Objective:

- Taking stock of the trip
- Brainstorm and document key observations, lessons learned and next steps for each team
- Brainstorm ideas for SIV 2020

MODULE 9: Team Break-Out Sessions with Professors on Social Entrepreneurship Projects

Date: April 4, 2019

Learning Objective:

- Break-out sessions with professors on completing deliverables for each team.

Homework (10% of grade) – Individual Assignment

Based on your knowledge of the cocoa industry and how it works in Ghana, articulate how the supply chain contributes to poverty and inequity and conceive one or more solutions for it. Write a 2-3 page essay, double-spaced.

MODULE 10: Team Break-Out Sessions with Professors on Volunteer Projects

Date: April 11, 2019

Learning Objective:

- Break-out sessions with professors on completing deliverables for each team.

MODULE 11: Re-visiting Ghanaian History

Date: April 18, 2019

Learning Objectives:

- To examine Ghana's historical roots
- To trace the history of the slave trade to the modern civil rights movement

Read:

- **Homegoing: A Novel**, Yaa Gyasi, 2016

Homework (5% of grade) – Group Assignment

As a group, pick one scene or concept from your assigned chapters to act out in front of the class. You should use your own words & feelings – do not just read from the book

MODULE 12: Social Entrepreneurship Project Presentations

Date: April 25, 2019

Learning Objective:

- Each team to present their social entrepreneurship deliverables

Homework (15% of grade) – Group Assignment

- Each team to present their social entrepreneurship deliverables

MODULE 13: Volunteer Project Presentations

Date: May 2, 2019

Learning Objective:

- Each team to present their volunteer project deliverables

Homework (15% of grade) – Group Assignment

- Each team to present their volunteer project deliverables

MODULE 14: Wrapping Up SIV Ghana 2019

Date: May 9, 2019

Homework (20% of grade) – Individual Assignment

Reflection Essay. Write a 5-page essay that includes your personal reflections on the course, the learning objectives, the service trip to Ghana and on your aspirations and goals as a student and citizen of the world. Connecting class sessions, readings and your service in Ghana, your paper will address:

- How your expectations compare to your actual trip
- What you learned about yourself, your peers, and the issues worked with
- Highlights and challenges of the trip
- Reflections on public problems discussed in class and your team project – did you learn more while in Ghana? In what ways? Did you gain a greater sense of how your skills and knowledge can contribute to community initiatives?
- Will this experience change/play a role in your future personal/professional choices?
- Your suggestions for further enhancing the SIV experience.