

Draft 8/7/19



SIV
SOCIAL ENTREPRENEURSHIP
GHANA

Stern International Volunteers: Ghana

BSPA-UB.2000.01

Spring 2020

(Counts towards Stern's Co-Concentration in Sustainable Business; Social Entrepreneurship Minor; Global Business Minor, and Wagner's Public Policy & Management Minor)

Instructor Information

Instructor: Rachel Kowal

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Office hours: TBD

Instructor: Hans Taparia

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Office location: KMC 7-149

Office Hours: by appointment

Hans Taparia, KMC 7-149

Course Meetings

Thursdays | 9:30am – 10:45am | Room TBD

Administrative Assistants

Skye Weis sweis@stern.nyu.edu & Meghan White mwhite@stern.nyu.edu

Trip Coordinator – Undergraduate College

Kristen Van Vleck uc.international@stern.nyu.edu

Assistant Director, International Exchanges & Special Programs

Tentative Travel Dates

Program Begins: 4pm Friday, March 13

Program Ends: 9am on Saturday, March 21

Partners on The Ground

Adanu <https://www.adanu.org/>

NYU Accra <https://www.nyu.edu/accra.html>

Course Objectives

Now in its 6th year - 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 community owned businesses – Amenuveve Batik Center, Tsatoe Vegetable farm, Clean water & Mango plantation - and helped support a variety of infrastructure projects including a new school, public latrine and computer lab. 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 projects to empower and sustain the Waodze Tsatoe community.

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

Tentative Projects

In groups of 4-5 students, each team will plan & implement one social entrepreneurship and one volunteer project.

1. **Volta Pads** – create a business plan to produce reusable & affordable sanitary products as a social enterprise. Data collection from girls & women in Waodze & Tsatoe communities. Social impact – decrease school absenteeism/shame due to menstruation & increase health/sanitation.
2. **Tsatoe Vegetable Farm** – financial management & reporting of sales including wages, expenditures, profits – including teaching these tools to the farm cooperative. Business model for future expansion onto more acreage with irrigation system. Explore challenges pertaining to transportation, water, customer base.
3. **Funding Resources for Tsatoe Vegetable Farm** – explore agricultural project support both in the USA & in Africa. Write grant proposal
4. **Amenuveve Batik Center** – Exploring the US Market with Vida Zogli, manager of Amenuveve & guest visitor from Ho, Ghana. Potential participation in NY NOW Artisan Resource Incubator, Jacob Javits Center, February 2020.
5. **Learn English & Library Project: Adults & School Children**
 - Organize a library system for books at Tsatoe – for grades 3 to 6 – adults too!
 - Design a template for signing out books to read & recordkeeping
 - English speaking adults – organize Teaching English to adults lessons
 - Create summer reading program

6. Ethnography of Tsatoe & Waodze

- What can an ethnography reveal about a community?

7. IT lessons for adults, teachers & school children

- Very limited knowledge of how to use a computer
- Create posters – learning sheets showing basic computer functions, i.e. make a file, save a file, send an email, add an attachment, etc.

NYU Stern Grading Policies

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an A/A- grade. In core classes of less than 25 students, the Professor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards. For more information, please [see here](#).

Academic Integrity

Integrity is critical to the learning process and to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.

The full NYU Stern Code of Conduct can be [found here](#).

NYU Stern Policy: In-Class Behavior and Expectations

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. As part of this course we will be discussing controversial issues which elicit a wide range of opinions and thoughts. It is essential to maintain respect for your fellow students at all times. There will be zero tolerance for any personal attacks, bullying or other disruptive behavior. Any engagement in this behavior will negatively affect your grade.

You are invited to read the [Stern Policy in Regard to In-Class Behavior & Expectations](#) and the [Policy on Bullying, Threatening and Other Disruptive Behavior Guidelines](#).

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](#)

ASSIGNMENTS

Homework (20%)

Homework assignments help you get the most out of the readings and foster an interactive classroom environment. Homework papers graded on a 1-3 scale:

- 3 (A/A-) for the students who show unusual depth, creativity, effort.
- 2 (B+) for students who meet our normal high standard for Stern work
- 1 (B/B-) there is room for improvement.

Participation (20%)

This will be based upon...

- Class attendance – including lateness.
- While at Stern: Participating in classroom discussions & exercises
- While in Ghana: being on time for the daily itinerary, active engagement on the ground and demonstrating initiative.

Pre-Trip Presentation (20%)

The class will be broken up into teams to work on their social entrepreneurship and volunteer challenges. Before the trip, each group will make a power-point presentation identifying the specific social entrepreneurship & volunteer goals that they hope to achieve in Waodze Tsatoe

Final Project Presentations (30%)

Each student team will prepare 2 power-point presentations – one for their social entrepreneurship & one for their volunteer projects - with appendices that lay out their analysis of the challenge, research done, and recommendations made (with supplemental materials).

Presentations will occur during the last 2 days of class

Grading rubric for the final presentations will include - clarity, persuasiveness, effort, utility, innovation, sustainability & comprehensiveness

Reflection Essay (10%)

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.

Evaluation Breakdown and Criteria

Grade Breakdown

Class Participation	20%
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Homework	20%
Pre-Trip Presentation	20%
Final Presentation to Company	30%
Reflection Essay	10%

Classroom Participation

Grade	Criteria
√+	Comes to class prepared; readily contributes thoughtful contributions based on the assigned readings without prompting; and demonstrates an excellent understanding of the course readings.
√	Comes to class prepared, but does not voluntarily contribute to discussions and/or gives only minimal answers when called upon. Shows interest in the discussion, listening attentively and taking notes.
X	Comes to class unprepared or refuses to participate, unexcused absence, and demonstrates a lack of knowledge of the course readings when called upon in class.

Attendance for the entire duration of each class is required and will be a factor in your final grade for the course. More than three unexcused absences or tardiness to class will result in a student's overall grade for the course being lowered. Absences will be excused only in the case of documented serious illness, family emergency, religious observance, or civic obligation. If you will miss class for any of these reasons you must inform your professor. Recruiting activities are not acceptable reasons for absence from class.

<u>CLASS</u>	<p align="center"><u>READINGS AND ASSIGNMENTS</u></p> <p align="center">Pre-Work - begin reading over winter break!</p> <p align="center">Homegoing: A Novel, Yaa Gyasi, 2016</p> <p align="center">All Homework Assignment due by class meeting time – 9:30am</p>
Thurs, Jan. 30	<p>Introduction: Project & Trip Overview; Batik Market Research</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • <i>The White Man’s Burden</i>, Easterly, 2007, Chapter One, omit pp.19-26 • <i>Bradt Ghana Travel Guide</i>, Braggs, 2014. History & Economy sections • <i>Ghana Profile</i>, BBC News, 2018, http://www.bbc.com/news/world-africa-13433790 • <i>Ghana Poverty & Inequality Analysis</i> 2016, Cooke, Hague & McKay • Tsatoe background readings and videos • Waodze Tsotoe Diaries, by Taparia & Kowal • SIV Ghana 2018 Video: https://www.youtube.com/watch?v=CLxio7R3NG8 <p><u>Written Homework:</u></p>
Thurs, Feb. 6	<p>From Bean to Bar, Understanding Income Disparity and Poverty through Chocolate</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • <i>Cocoa Prices Leave Bitter Taste for Ghana</i>, 2018, Financial Times • <i>Cocoa Producers Aim to Break the Mold</i>, 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 • <i>How Chocolate is Made</i>, Owen, G., 2013 • <i>Cocoa in Ghana: Shaping the Success of an Economy</i>, Kolavalli, Vigneri, <p><u>Written Homework:</u></p> <p>Individual Assignment</p> <p>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</p>
Thurs, Feb. 13	<p>Social Entrepreneurship and Volunteer Project Deep Dives</p> <p><u>Read & Explore Contents of these Folders</u></p> <ul style="list-style-type: none"> • Volta Pads • Tsatoe Vegetable Farm • Amenuveve Batik Center with Vida Zogli, manager from Waodze • Education – Libraries • Reading Programs - ESL • Agricultural Support <p><u>Written Homework:</u></p> <p>Group assignment</p> <p>Research your subject area – bench mark for comparable programs in Africa & other developing regions</p> <p>Submit a bibliography and a short executive summary of each research source</p> <p>One submission per group</p>

<p>Thurs, Feb. 20</p>	<p>Tools: Ethnography</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Interviewing Tips: https://medium.com/ethnography-matters/interviewing-for-introverts-cdd4adfab547 • User-Centered Research Guide • Waodze Tsatoe Demographic Survey – Summer 2018, David Hedaya, SIV Alum (2018) <p><u>Written Homework</u></p> <p>Individual Assignment</p> <ul style="list-style-type: none"> • 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?
<p>Thurs, Feb. 27</p>	<p>Ghanaian History to Civil Rights</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • 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 • Homegoing: A Novel, Yaa Gyasi, 2016 <p><u>Watch</u></p> <p>Documentary: 13th, by Ava DuVernay. Available on Netflix. https://www.netflix.com/title/80091741</p> <p><u>Written Homework</u></p> <p>Individual Assignment</p> <ul style="list-style-type: none"> • Submit 2 power-point slides <p>Slide #1 - illustrate by words, pictures, or other media your most powerful take-away from the 13th Documentary</p> <p>Slide #2 – pick one specific scene from Homegoing that was the most meaningful to you & briefly explain why</p>

Fabscrap Volunteer Event – dates & times in February TBD
<https://fabscrap.org/volunteer>

<p>Thurs, March 5</p>	<p>Pre-Trip Group Presentation & Trip Logistics Each group will make a power-point presentation identifying the specific social entrepreneurship & volunteer goals that they hope to achieve in Waodze Tsatoe</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • 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
<p>Thurs, March 12</p>	<p>No Class - TRIP DEPARTURE Friday March 13: Program begins at 4pm in Accra, Ghana Saturday March 21: Program ends at 8am in Accra, Ghana</p>
<p>Thurs, March 26</p>	<p>Taking Stock of the Trip</p> <ul style="list-style-type: none"> • Brainstorm and document key observations, lessons learned and next steps for each team • Brainstorm ideas for SIV 2021 <p><u>Written Homework</u></p>
<p>Thurs, April 2</p>	<p>Exploring the New York Market for Amenuveve Batik One market segment will be assigned to each team Amenuveve products will be distributed</p> <p>Market segments are:</p> <ul style="list-style-type: none"> • 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 <p><u>Written Homework</u> Group Assignment Submit a 7 to 10 slide presentation – 1 presentation per group.</p>

	<p>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</p>
Thurs, April 9	<p>Re-visiting The Cocoa Industry TBD</p>
Thurs, April 16	<p>Team Break-Out Sessions - Social Entrepreneurship Projects Guided by professors</p>
Thurs, April 23	<p>Team Break-Out Sessions - Volunteer Projects Guided by professors</p>
Thurs, April 30	<p>Social Entrepreneurship Project Presentations</p>
Thurs, May 7 Last Class	<p>Volunteer Project Presentations</p>

