Department of Africana Studies
San Diego State University

Alternative Spring Break – Ghana 2012
Faculty Report

Name - Adisa A. Alkebulan

Faculty/Rank - Associate Professor

Department - Africana Studies

College - Arts and Letters

Office phone – 619 594 5174

Other phone –

E mail address – AfricanaSDSU@aol.com

Proposal title – Alternative Spring Break-Ghana

Country/ies visited – Ghana (Cape Coast, Accra, Kumasi)

Institution visited - University of Ghana, W.E.B. Dubois Cultural Center, George Padmore Library.

Dates of travel – March 23 – April 3, 2012

Number of student participants: 20

Previous IP proposals submitted and grants awarded
(List titles, countries and dates): 2003-2010 – South Africa

1999, 2003 – Ghana, West Africa

Have all required reports been submitted? Yes

Other funding for this activity available/applied for: Center for Teaching and Learning

Proposal Abstract (75 word maximum):
ASB is a service Learning Project in Africa involves 20-30 students and faculty persons. We traveled to Cape Coast, Kumasi, and Accra volunteering at youth centers, orphanages, middle schools and vocational schools. Students did physical work (paint, built cement blocks, etc.) in Accra at a secondary school. They also volunteered at a school for special needs children. Faculty from the College of Education were instrumental in supervising at the special needs school.

Students learned about the historic relationship between Ghana and African Americans and its impact on the lives of the people of Ghana.
Travel report:

I. Opening/overview of intentions/ activity
Alternative Spring Break seeks to provide students with an intense understanding of the history of apartheid in South Africa and its correlations with US race history. Additionally, it provides students with an opportunity to make a difference in small, and yet large and lasting ways. For students who do not believe that they can afford to take an entire semester or year off from their daily routines, ASB is an excellent introduction and motivator to see the possibility of study abroad in the immediate, if not the distant future. The program brought together students from all backgrounds into a common experience that promoted their personal growth.

II. In preparation for the trip abroad
We collaborated with groups at SDSU (the College of Education and the Women Studies Department) and our community partners in Ghana.

Students were given information through lectures and readings concerning Ghanaian history and current cultural, ethnic and economic challenges.

III. Upon arrival/specific activities
Students were exposed to Ghanaian history through trips to museum sites, slave dungeons, etc. Ghana has excellent museums telling their history so that those who visit understand the impact of the European Slave Trade on Ghanaian and the rich cultural history of the society. Students were introduced to urban and rural communities struggling to develop.

Students volunteered at an orphanage; a juvenile detention center; a special needs school; and a secondary school. They built cinder blocks, painted, tutored, and help make jewelry for the special needs school to sell to help fund the school. School supplies were donated to schools that we visited in the town of Pra Pra and Kumasi.

IV. Conclusion, recommendation, and next step?
Thus far, we have had students increase their interest in Africa study abroad program. Already we have students who have decided to study in Ghana during the summer of 2013 and some in Brazil in anticipation of the development of that program. This year, we began alternation between South Africa and Ghana. So, we will return to South Africa in 2013 and Ghana again in 2014.