

Study Abroad Internship Experiential Learning

Department of Sociology and Criminal Justice

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Internship Days/Hours Are Outlined In Program Itinerary

PHILOSOPHY AND GOALS

Study-abroad by its very nature offers a unique opportunity for cross-cultural “Experiential Learning”. It is an opportunity for the student to apply the principles learned in the academic setting to another culture. As stated on the KSU Study-Abroad Website:

International education involves a transformation of social consciousness beyond national consciousness. It prepares students to become responsible global citizens. It helps to clarify values that seem to be in contradiction by developing an understanding for and appreciation of different cultural perspectives. It seeks to find a common ground. It is learning to create cultural bridges. It requires that students understand culture as the context in which people solve their problems, not as the cause of their problems. Conflict arises when different groups fail to understand their problems as mutual. International education emphasizes the development of multicultural communities centered on creating respect for differences as well as addressing common problems affecting humanity. Through an interdisciplinary and experiential approach to international education, KSU creates opportunities for students to immerse themselves in systems of meaning different from their own. The more we know about other countries and cultures, the better we will understand our own¹.

For the specific purpose of internship at the slave castles participating study abroad students will observe, talk with staff and visitors to the castle, and reflect on the various experiences. These activities as outlined below will provide material for a post-internship paper and oral presentation. Students will work partly under the leadership on onsite supervisor (senior staff of Museum and Monuments Board housed in the castle).

¹ Dr. Daniel J. Paracka, Director, Offices of International Services & Programs.
<http://www.kennesaw.edu/globalinstitute/oisp/index.htm> (Retrieved 10/17/07)

Proposed Student Activities

(Dates for the following activities will be documented)

1. Review documents available in the library at the castle and summarize their findings with regards to the following:
 - a. the history and role of the castle and its transformation over the years
 - b. writings about slave castle experiences by Ghanaians and non-Ghanaians
2. Interview and record responses of staff working at the castle (i.e., staff of Museums and Monuments Board and Min. of Tourism), regarding their experiences and perspectives on...
 - a. past and current functions of the castle
 - b. the impact of the castle and its history on their lives
 - c. how they perceive the reactions and responses of different groups of people who visit the castle. Specifically, do they see differences in reactions/responses among the following:
 - i. men
 - ii. women
 - iii. children
 - iv. Ghanaians
 - v. non-Ghanaians
 1. Africans from the Diaspora
 2. Americans
 3. Europeans
 4. Other
3. Interview and record responses of business owners operating within and/or just outside the castle (i.e., vendors of artifacts, financial service providers, restaurants, etc.), regarding their experiences and perspectives on...
 - a. past and current functions of the castle
 - b. the impact of the castle on their lives
 - c. how they perceive the reactions and responses of different groups who visit the castle. Specifically, do they see differences among the following:
 - i. men
 - ii. women
 - iii. children
 - iv. Ghanaians
 - v. non-Ghanaians
4. Talk with a sample of visitors to the castle, catalog and analyze the following:
 - a. the *expectations* of Ghanaians who visit the slave castle
 - b. the *experiences* of Ghanaians who visit the slave castle
 - c. expectations of non-Ghanaians who visit the slave castle
 - d. experiences of non-Ghanaians who visit the slave castle

5. Record any discernable observations of changes in the disposition of visitors prior to the tour of the slave dungeons and after the tour
 6. Students will also record personal reflections towards the end of the internship
 - a. any individual learning
 - b. transformative experiences
 - c. comment on whether their personal reflections converge with and/or diverge from the experiences of visitors they speak with
 7. Compile all the foregoing into a final report which will include any recommendations they may have based on their observations and experiences
 8. Make presentation of findings and observations to staff at the castle, faculty and fellow students
 9. Grading
 - Attendance: 10%
 - Presentation: 40%
 - Final report: 40%
 - Onsite supervisor evaluation: 10%
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Academic Integrity – Plagiarism and Cheating Statement

“No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s)” (KSU Department of Student Conduct and Academic Integrity).