

GHANA WEST AFRICA

RESOURCE GUIDE

For Teachers and Educators

FULBRIGHT-HAYS GROUP PROJECT ABROAD

Sponsored by
U.S. Department of Education
College of Education, Lehigh University
Community of Agile Partners in Education
LVAIC Africana Studies Consortium

"Until the lions have their historians, tales of hunting will
always glorify the hunter!"

African Proverb

Table of Contents

1. Purpose	2
2. Project Directors	
Dr. Tina Q. Richardson	5
Dr. Samuel E. Quainoo	6
3. Participants	7
4. Curriculum Ideas	
Grades K-12	9
5. Presentations	12
K-12 Schools	
Community	
College/University	
Video Conferencing	
Conferences	14
6. African Studies Courses	15
7. Pen Pals Via Email	16
8. Impressions of Ghana	
Anita Trotman	17
James Trotman	18
Karen Keim	19
Carol Moeller	21
9. Resource Library	22

PURPOSE

This Fulbright-Hays Study Tour to Ghana was sponsored by the College of Education and Human Services at Lehigh University and the Africana Studies Consortium of the Lehigh Valley Association of Independent Colleges (LVAIC). The Group Project Abroad was funded by the U.S. Department of Education and conducted with the collaborative support of CAPE and the University of Ghana from July 1-30. The purpose of this project was to provide educators in the U.S. an intensive educational opportunity in Ghana, West Africa that resulted in curriculum enhancement/development for the LVAIC Africana Studies Consortium Program and enhancement of multicultural education in primary and secondary institutions in Pennsylvania. The mission of the LVAIC consortium with respect to Africana Studies is to (1) expand educational opportunities for students by pooling the expertise of interdisciplinary faculty to provide a common Africana curriculum at member institutions, (2) offer professional development programs for faculty and staff who teach in the Africana Program, and (3) serve local communities (especially primary and secondary schools) that can benefit from the multicultural expertise of the Africana faculty.

With respect to the Africana curriculum, there are two intended lines of inquiry: (1) the diverse influences in Africa and the African diaspora that have shaped African-American culture, and (2) the variety of ways that the African experience has shaped and been shaped by American culture. Given the intended lines of inquiry for the curriculum, the interdisciplinary nature of the faculty who teach these courses and the breadth of knowledge required to teach the subject

matter, an intensive international educational experience in Africa would profoundly enhance the ability of faculty to provide an innovative interdisciplinary Africana studies curriculum.

With respect to primary and secondary education, the Consortium is equally committed to providing support and leadership to K-12 institutions among Community of Agile Partners in Education (CAPE) membership that would like to enhance the multicultural nature of their curriculum with respect to Africana content. Currently, there is a lack of adequate curriculum which relates to Africa in primary and secondary schools in the Lehigh Valley and in most of Pennsylvania, and only slightly more information on African-American or Afro-Caribbean history and contemporary issues. This lack of inclusion of Africana content in K-12 learning has a negative impact on the development of all students in that it diminishes multicultural efforts, reduces the capacity for cross-racial friendships and understanding, and is related to negative educational outcomes, and for some students, negatively affects self-esteem. We included K-12 teachers in the group program who are committed to develop educational programs on Africa in general, and Ghana in particular, that will be disseminated within Pennsylvania school districts through the use of both traditional teaching methods and advances in educational technology (e.g., Internet and video conferencing). In addition, we intend to develop a LVAIC Resource Guide on Africa that will include a directory of educators, activities, and specialists that can assist other teachers.

Participants in the Fulbright-Hays program had the following opportunities: to investigate historical, cultural, and contemporary issues of Ghana, West Africa,

particularly those related to the social realities of an evolving democratic nation; increase awareness of the importance of economic and cultural ties with Africa; analyse Africa's political, social, and economic changes as a model for other emerging nations; and establish long-term relationships with educators and educational institutions in the host country. These areas provide a foundation that relates to the participants' individual projects for curriculum development. The international experience provided educators with the resources needed to further develop and enhance the Africana Studies curriculum, develop educational units for K-12 students, and disseminate educational materials on Africana studies throughout K-12 and higher education institutions with the use of computer aided technology.

PROJECT DIRECTOR

Dr. Tina Q. Richardson is an Associate, tenured professor in Counseling Psychology at Lehigh University in Bethlehem, PA (tqr0@lehigh.edu). She received her Masters Degree in 1988 and Ph.D. in 1991 from the University of Maryland, College Park. Her research focuses on racial identity development in Black and White Americans, counselor and teacher training with a specific emphasis on addressing the needs of linguistically and culturally diverse populations. She teaches Africana studies courses in the LVAIC consortium and multicultural course work. She has published in numerous journals and books regarding racial identity development and multicultural issues in education and counseling psychology. Dr. Richardson has taught a Study Abroad course in Ghana for Lehigh University and led Educational Tours in Ghana. She was the co-principal investigator on a service grant funded by the U.S. Department of Education whose goal was to increase enrollments of visible racial/ethnic groups and women in graduate and professional programs. In addition, she a former Fulbright-Hayes Scholar who completed an educational study tour in Ghana in 1992. One outcome of her Fulbright experience was a published book chapter regarding the continuity in identity development between Africans and African Americans. Even more significantly, the initial book chapter will be expanded into a book. Dr. Richardson will co-editor of a book entitled 'Towards a Pan-African Model of Identity: Continuities in the Diaspora' which will be published by Binghamton University Press in 2001.

PROJECT DIRECTOR

Dr. S. Ebow Quainoo is a professor of Political Science at East Stroudsburg University in East Stroudsburg, Pennsylvania (seq@esu.edu). He received his Ph.D. in Political Science and MA in Public Policy Analysis from Binghamton University and a B.A. in Political Science and History from the University of Ghana. His scholarly interests include comparative politics, politics of developing countries, African and African American political thought and public administration. He has extensive experience teaching courses on Africa and the Middle East. In addition, he has contributed to the LVAIC Africana Studies Program as an instructor for a study abroad course in Ghana, West Africa. He is the author of a book entitled text “Transitions and Consolidation of Democracy in Africa published by Binghamton University Press. Additionally, he is the primary investigator of a research study in Ghana which examines attitudes toward democracy from class, ethnicity, and gender perspectives and he is co-editor of a book manuscript in progress entitled ‘Towards a Pan-African Model of Identity: Continuities in the Diaspora’. He has extensive experience in Ghana and is fluent in three of local languages with a working knowledge of others.

GROUP PARTICIPANTS

- 1. Teacher: Anita H. Trotman
Discipline: Early Childhood Studies
Grade Level: Second
Penn Wood School**
- 2. Teacher: Jennifer Garnes
Discipline: Social Studies
Grade Level: Sixth
Harrison-Morton Middle School**
- 3. Teacher: Rachel J. Hickoff
Discipline: Learning Support
Grade Level: Seventh
Francis D. Raub Middle School**
- 4. Teacher: Amy K. Geiser-Getz
Discipline: Elementary Education and Reading Specialist
Grade Level: Third & Fourth
Bushkill Elementary School**
- 5. Teacher: Theresa E. Benjamin
Discipline: Education/Social Studies
Grade Level: Eighth
J.T. Lambert Intermediate School**
- 6. Teacher: Francine Wright
Discipline: Mathematics Teacher
Grade Level: Tenth, Eleventh & twelfth
George Washington High School**
- 7. Teacher: Maury Molin
Discipline: Social Studies
Grade Level: Tenth
East Stroudsburg High School**
- 8. Professor Larry Stockton
Discipline: Music
Lafayette College**
- 9. Professor James Trotman
Discipline: English & African Studies
West Chester University**

- 10. Professor Carol Moeller**
Discipline: Philosophy
Moravian College

- 11. Professor Karen Keim**
Discipline: Literature
Moravian College

- 12. Professor Glen Geiser-Getz**
Discipline: Communications
East Stroudsburg University

CURRICULUM IDEAS

Grades K-12

- 1. Teacher: Anita H. Trotman**
Discipline: Early Childhood Studies
Grade Level: Second

I want to further understand the family unit by examining the way Ghanaian families raise their children and how are values passed on. What distinct responsibilities are expected of fathers, mothers, siblings, extended family, meaning of grandparents, aunts, and uncles? This will allow me to give my students a sharper picture of a multicultural world.

- 2. Teacher: Jennifer Garnes**
Discipline: Social Studies
Grade Level: Sixth

I intend to develop a multidisciplinary unit on Ghana. I would like to develop a unit that gives students a more realistic view of life in an African country. I would like to put together a slide show in keeping with the themes of my class: land, culture, and the economy. The land of Ghana includes landforms and features that I teach but have never seen, such as tropical coastlands and rainforests. I teach subsistence farming and my students will get to see it first hand. I will write a two-week unit for social studies, science, and math. Subjects such as math and science contain many cultural parallels and paradoxes that I will explore and use to create meaningful math and science experiences for children to learn from. I will use the economy of Ghana as a source of information to build math lessons, and learn as I go about the land, animals to build a science unit. The currency of Ghana can be compared to the dollar in ratios and fractions, sixth grade concepts students can learn under the umbrella of this unit.

- 3. Teacher: Rachel J. Hickoff**
Discipline: Learning Support
Grade Level: Seventh

I teach World Geography as my social studies curriculum. As part of this curriculum, I teach a unit on Africa, mostly focusing on Kenya and Egypt. This unit includes instruction on geographical features, climate, cities, and changes that have altered the countries politically, geographically, and economically. I would like to develop a Power Point presentation using photos and information from primary sources. The students would then develop their own Power Point presentations after conducting research using the Internet access available in the classroom and finding

resources in the library. The students would also use interviewing techniques to research cultural background, genealogy, and world-wide mobility.

- 4. Teacher: Amy K. Geiser-Getz**
Discipline: Elementary Education and Reading Specialist
Grade Level: Third & Fourth

I will study African folktales and storytelling and their impact on elementary age students. As a reading specialist, I am interested in using a variety of literature to reach students. Much of our curriculum is based on the fundamentals of reading. I am interested in how (or if) Ghanaians use African folktales to teach reading. In addition, I will study oral history and storytelling as they are used to pass down traditional tales to young people. With such a wide variety of tribal influences and backgrounds among the Ghanaian people, I hope to find out how their storytelling and literature varies in its themes and dramatic structure. Upon return to the classroom, I will create a series of lesson plans based on African storytelling and folktales. I will use the information I learn on this trip to help students compare and contrast African folktales to those of the United States as a way to broaden student perspectives on literature and culture. After exploring these issues, I will develop guidelines to assist U.S. teachers in their own support of students from African cultures.

- 5. Teacher: Theresa E. Benjamin**
Discipline: Education/Social Studies
Grade Level: Eighth

I plan to develop educational material and projects that will be incorporated into my World Geography and Reading classes. The purpose of my project is to provide students with hands-on, real, and practical information about Ghana (and West Africa). Students will be introduced to the culture, as well as the people of Ghana through communication. The process/procedure will be to take pictures and video recordings of specific physical and cultural sites or feature. The pictures will be developed into slides that will be used in teaching. I will develop relationships with several teachers and middle school students. The main focus of the relationship is to develop a list of potential pen pals (friends of the same age group and gender) that will be used later in my classes. Students here in the US will be required to interview their pen pals through letters and find out more about their cultural norms, celebrations, and personal living conditions. They will be encouraged to find out about reading materials (particularly African writers), read the literature and share the information.

After incorporating the above listed material into my classes my students will be required to do the following:

- a. Regularly communicate with a Ghanaian student of similar age and gender and present the information they gathered from their contacts. As each student shares their information, the class will identify similarities and differences for people within the same culture.
- b. Develop a project based on the information gathered and present their results to their fellow students and parents.
- c. Students will be encouraged to keep memorabilia or develop diorama (replicas) of significant sites seen on the slides.

6. Teacher: Francine Wright
Discipline: Mathematics Teacher
Grade Level: Tenth, Eleventh & Twelfth

For the past few years, I have been a mentor of a group of Diversified Students Interested in careers in Mathematics, Engineering, and Technology, and Science (DSI-METS) that will soon become a Jr. Chapter of the National Society of Black Engineers (NSBE). In addition, I have worked as a group leader in a program that takes African American students to Africa. I want to set up a network of mentors, African teachers and professors of science, math, engineering, and technology for my students. Students will communicate with their pen pals and mentors throughout the year, before the study tour. Students will explore topics in engineering, math, technology or science, like the environmental concerns. I also intend to use this opportunity to develop outreach programs to establish better relationships between African and African American students at my school.

7. Teacher: Maury Molin
Discipline: Social Studies
Grade Level: Tenth

I would like to use the information to increase multicultural awareness through my courses and activities in which I moderate, such as Current World Issues Course, 19th Century American History, Model United Nations and Students For Issues, a cultural diversity club.

PRESENTATIONS

Middle School

Rachel Hickoff has developed a PowerPoint presentation that introduces students Ghana. After the presentation students discuss Ghana and do a few interdisciplinary activities including work on the internet to acquire more information on Ghana. Finally, students develop their own presentation, which they will show to various classes as an informational piece, before asking for a donation from the students so we can send supplies to the Mankesim Primary school. Interdisciplinary activities include reading Anansi stories and discussing the themes, budgeting money for the cost of a pretend trip, and comparing Ghana's government to that of the U.S.

Community

Theresa Benjamin a teacher at J.T. Lambert Intermediate School invited Chief Kobina Amua Keyi II to East Stroudsburg, Pennsylvania to do a chieftancy performance for the students. The group met Chief Keyi while in Ghana.

College & University

Dr. Carol Moeller and Dr. Karen Keim have prepared a joint presentation that provided faculty at Moravian College an introduction to Ghana. The presentation was a faculty development seminar that falls under the heading of Conversations on Culture: Reflections on Ghana. The presentation took place Sept 18, 2000 at 4:00.

In February, Karen Keim and Carol Moeller are scheduled to do a talk at Moravian, entitled simply Ghana 2000.

Dr. Karen Keim has a presentation with slides to the Moravian English Dept. and to some Moravian faculty and staff interested in Ghana. Dr. Carol Moeller and Dr. Keim will present a program with slides, "Ghana 2000," at the Moravian College Monday Roundtable in April 2001 sponsored by the Moravian College Alumni Association.

Web Presentations and Virtual Get-Togethers

The Ghana web page for the Fulbright-Hays has the following URL www.lehigh.edu/~tqr0/ghanaweb. Additional, a Video-Conference is scheduled for November 27, 2000 at 3:00-4:30.

Virtual Get Together via Videoconferencing

Ghana: A Model for Multicultural Education

Tuesday, November 28, 2000

3:00-4:30 p.m.

Panelists:

- 3:00-3:25 p.m. An Overview of the Fulbright-Hays Experience in Ghana**
Dr. Samuel E. Quainoo, East Stroudsburg University
Dr. Tina Q. Richardson, LehighUniversity
- 3:25-3:45 p.m. Integrating Content on Ghana into Middle School**
Social Studies Classes
Ms. Rachael J. Hickoff
Frances Raub Middle School
Allentown School Distict
- 3:45-4:05 p.m. A Literary Perspective on Ghana**
Dr. James Trotman
West Chester University
- 4:05-4:30 p.m. Interactive Panel Discussion – Questions and Answers**

CAPE contact person: Melissa Boartasek at 610-625-7931 or bartosekm@acape.org.

To schedule your campus for this event, please contact your campus CAPE Operations Committee Representative who can register online for your site to participate.

Conferences

- **Dr. Richardson presented a poster session and included the GhanaWeb web page which is also available on CD ROM in a poster session entitled "Assessing Multiple Aspects of African Identity Formation". (The presentation is based on research she conducted in Ghana during the Fulbright experience.) Mid-Atlantic Supervision and Research Conference at Lehigh University, October 27, 2000.**
- **Mr. Keim submitted a proposal for a paper on my research in Ghana to the African Literature Association which meets in April 2001.**
- **Additionally, proposals are will be submitted to the following conferences arranged by the following organizations: the American Educational Research Education (AERA), the American Association of Colleges of Teacher Education, and the Association for Supervision and Curriculum Development.**

Africana Studies Courses

1. Moravian College

Dr. Carol Moeller is scheduled to teach new course in the spring semester 2001 entitled West African Values, under the heading of Global Philosophies. The course will deal with Akan values, as well as African philosophies and worldviews more generally.

In addition, Dr. Moeller will incorporate a bit of this material into my "mainstream" ethics course, "Introduction to Ethics," of which I shall teach two sections in this same term, Spring 2001. She already used examples and experiences from our time in Ghana in my teaching during the current term, especially in Introduction to Philosophy, but also in Ancient and Medieval Philosophy. In the long run, Dr. Moeller plans to develop some ongoing connections with scholars at the University of Ghana.

2. Mulehberg College

Dr. Karen Keim is incorporating materials on Ghana her course entitled Post-colonial Literature that is taught at Muhlenberg College in Allentown, Pennsylvania.

3. Lafayette College

Dr. Larry Stockton has incorporated content and experiences in into his Music courses at as result of the drumming lessons he took in Ghana. Additional, he has invited his drumming instructor to Lafayette College to be an Artist in Resident. This will provide immeasurable opportunities for students in the LVAIC Africana Consortium.

4. West Chester University

Dr. James Trotman. The Fulbright to Ghana enabled me to experience the spirituality of African peoples and thus permitted me to identify several examples in Ghana. Further, the exposure to Nkrumah and DuBois' memorials links the history of the country to Pennsylvania. The following courses will be enhanced by the Fulbright-Hays experience in Ghana:

- Lit. 207/ The Life and Times of Frederick Douglas
- Lit. 202/ Introduction to African American Literature
- Lit.203/ Modern African American Literature
- Lit. 309/ The Thoughts and Writings of M. L. King, Jr.
- Lit 205/ The Harlem Renaissance

PEN PALS Via EMAIL

Ms. Francine Wright coordinates a pen pal program through email between students at George Washington High School in Philadelphia, Pennsylvania. It allows students to form a sisterhood/brotherhood between students in a Ghanaian school. The program allows students in the U.S. to be a peer/mentor to a Ghanaian student? It is not complicated and it is a wonderful experience for of any age or grade.

Ms. Wright also sponsors an extra curricula club for students who are interested in careers in mathematics, science, technology and engineering (dSI-METS). Students are taking on this project with a lot of excitement and anticipation. They are excited to not only write to an African student but to form a friendship for exchanging technology and information or just writing about likes and dislikes. Some of the teachers at Washington High School are coming on board as mentors to students in the schools we are writing to and the African teachers and professors are going to reciprocate. Also some of the teachers are writing to teachers so they can share a wealth of information.

If you are interested in becoming an email pen pal, please contact Ms. Wright at fwright@phila.k12.pa.us or france6672@yahoo.com.

**Personal Impressions of Ghana
Anita H. Trotman
Penn Wood School
West Chester Area School District**

Akwaaba is the word which best describes my Ghanaian journey. Everyone has been most welcoming to our group, some even taking time to meet with us twice. In Mankessim, homes and furniture were rearranged to accommodate us at the naming ceremony, which impressed me most of all during our trip, with the long cultural history it conveyed. This cultural ceremony I equated with several others in the world: Jewish naming and circumcision ceremonies and the Christian baptism. The naming ceremony and the Durbur were rich in joy, love, and in welcoming two members into the family of the Fantes. Extended families welcomed us with open arms and came from near and far from Accra.

I have also been impressed with the fact that education is a very high priority and available to all in Ghana. The standards are high and the curriculum seems rigorous. I saw first hand one of my own lessons being used in Mankessim. There the teacher was instructing her students in how to use the apostrophe. On another day, we also visited a friend's house which is under construction. He pointed out a school on his property, which has been set up within the last few years, as he has been building, to accommodate the growing population of children in the area.

I will look forward to corresponding with a class from Accra this coming school year.

MY IMPRESSIONS OF GHANA

C. James Trotman

West Chester University

Ghana presents the outsider with a variety of perspectives. There is urban Ghana with its metropolitan pace in Accra, the capital, with its sophisticated institutions and cosmopolitan personalities. There is rural Ghana with its banana trees, pineapples, subsistence farming and huts, pot-holed roads and the foundation of traditional culture. Kings and chiefs, linguists, queen mothers and attending aids make up an infrastructure tested by time and fortified by rituals and customs. As a way of registering impressions, these familiar categories of urban and rural are useful, but in the final analysis they are inadequate to capture the vitality I experienced.

My mornings and days found me encountering a mixture of the old and the new, seemingly living side-by-side in an easy relationship with one another. In metropolitan Accra, my home base, goats, chickens, and people in traditional clothes mingle on the same streets with fast moving transportation vans, soldiers with carbines and children in uniforms heading to school.

In rural Kumasi, where kings and chiefs are ritualized with “golden stools,” I joined others in being received by the Asantehene of the Ashantis. The power and the oldest layers of authority belonging to ancient Ghana face crucial questions of social growth and accommodation with state authority. Beggars and the disable in the city, poverty, and illiteracy in the rural areas are symbols of critically undeveloped areas demanding responses and social security. In a land brought into political autonomy by its first president, Dr. Kwame Nkrumah, with a commitment to a Pan Africanism, the legacy of tolerance has to include public practices that care for those who cannot care for themselves.

“God Never Sleep” the sign on the transport van reads, bustling with arms dangling in nearly half open doors. In its ungrammatical profundity, the phrase epitomizes the spiritual center of Ghana and African peoples to a larger world than that of their own.

It is a world that serves to remind the people of this rich land of choices that what we/they make happen now, what Ghanaians in particular decide now, is answerable to higher authority tomorrow. Please God, Never Sleep!!

Summary of My Experience in Ghana, July 2000

By Karen Keim

My trip to Ghana was a multi-layered learning experience. I was eager to see and feel the atmosphere of contemporary Ghana and to get a sense of the history and its impact on the people. From the lectures and visits that informed us about Ghanaian history, culture, economy and society, I developed a picture of a country with a rich culture, a Pan-Africanist vision, and a commitment to education and change. I appreciated the candor of the Ghanaian faculty, who explained to us how they perceive slavery, colonialism and independence; relationships between the past and the present; and hopes for the future. To me, Prof. Kofi Anyidoho and Prof. H. Mends were the most inspiring speakers because of their wisdom and sense of history. I was especially moved by Anyidoho's poetry in his lecture on Pan-Africanism. The group visits to Elmina Castle and to the Ashanti Military Museum and Manhyia Palace Museum were also very meaningful. Overall I perceived that, in spite of its historic, economic and political challenges, Ghana has the potential to become a model of a peaceful society. I also came to appreciate the strong connection between Ghana and the African Diaspora.

On a more informal level, the day-to-day encounters with shopkeepers, traders, taxi drivers, secretaries, and business and University personnel provided opportunities to interact in the society. I enjoyed conversing, taking pictures, going to Ghanaian films, attending dance rehearsals, buying souvenirs, and becoming familiar with the Institute of African Studies at the University at Legon. Some Ghanaian friends took me to restaurants, to church, to the market and to their home. I visited the drama studio of Efua T. Sutherland and the batik factory of

Mercy Asi Ocansey and Sons Dyeing Enterprise. Although I would have liked to complete more research on Ananse trickster tales and popular theater, I was able to gather a number of resources and conduct interviews that will be useful in teaching Ghanaian and other African literatures. For the web page, I can contribute summaries of several Ananse tales: summaries of three plays by Ghanaian writers based on Ananse tales; an explanation of the qualities and social significance of the spider trickster; and an introduction to the late Efua Sutherland, whose work in education and theater embraced traditional story-telling.

Reflections on Ghana 2000

Carol J. Moeller

My experiences in Ghana as a Fulbright-Hays Scholar were profound and transformative. They reconnected me to the very heart of who I am as an intellectual, and as a person more generally, as a citizen of this very complicated world in the year 2000. It is hard to say anything definitive about my experiences, since I have not integrated them fully. I continue my study of Ghanaian philosophy and, particularly, proverbs, which reinforce my sense of the values there which felt very affirming.

I was very much at home in Ghana. I felt quite free to be myself. I found Ghana to be deeply embracing of diversity of all sorts – religious, gender, race, culture, and language groups. The very fabric of the culture in Ghana seemed to be life-affirming, valuing people, traditions, democracy, and hopeful future possibilities. Education and participatory democracy appear to be so highly valued that Ghana exudes a sense of social equity and hope for the future.

I am eager to return to Ghana, as I have much more to learn there. I would like to be part of partnerships across the Atlantic, learning from each other more democratic and mutually respectful ways to be in the world. Rejecting old patterns that retain some colonialist and neo-colonialist modes of interaction (including those of the U.S. “helping Africa”), we can shape more democratic futures. Cross-cultural dialogue and collaboration allows for possibilities, ways of knowing that are simply too hard to come by otherwise, where we can look at the world afresh, sharing the wisdom of our particular experiences and thinking.

RESOURCE MATERIALS ON GHANA

Book Title

Warrior King	Sahle Sellassie
The Thirteenth Sun	Daniachew Worku
The Minister's Daughter	Obi. B. Egbuna
The Jero Plays: The Trials of Brother Jero/Jero's Metamorphosis	Wole Soyinka
Dying in the Sun	Peter K. Palagyo
The Anonymity of Sacrifice	I. N. C. Aneibo
Modern African Prose	Richard Rive
The Dragon Can't Dance	Earl Lovelace
The Great Ponds	Elechi Amadi
Jagua Nana's Daughter	Cyprian Ekwensi
A Choice of Flowers	Chaguuo la Maua
Wirriyamu	Willaim Sassine
Song of Lawino/ Song of Ocol	Okot p' Bitek
Year of the Uprising	Stanlake Samkange
Quartet	Richard Rive, James M Guma, Alf Wannenburg
Chaka	Thomas Mofolo
Balck & White in Love	Mbella Sonne Dipoko
Efuru	Flora Nwapa
An Ill-fated People	Lawrence Vambe
The Marriage of Anansewa	Efua T. Sutherland
West African Verse	Donatus I. Nwoga
Beneath the Jazz and Brass	Joe De Graft
The Outcasts	Bonnie Lubega
Luuanda	Jose Luandino Vieira
The Suns of Independence	Ahmadou Kourouma
The Gods Are Not To Blame	Ola Rotimi
The Lion and the Jewel	Wole Soyinka
Kurunmi	Ola Rotimi
A Drop of Mercy	Dibia Humphrey
Mine Boy	Peter Abrahams
Mission to Kala	Mongo Beti
The Future Leaders	Mwangi Ruheni
Sunset at Dawn	Chukwuemeka Ika
Amid the Swelling Act	Amu Djoletto
Strike a Blow and Die	George Simeon Mwase
the Smell of It	Sonallah Ibrahim
The Girl Who Can & Other Stories	Ama Ata Aidoo
A Play of Giants	Wole Soyinka
The Non-Believers Journey	S. Nyamfukudza
The Return	Yaw M. Boateng
Arrow of God	Chinua Achebe

Poems of Black Africa
Anthem of the Decades
Three Generations of Poetry

Edufa
The Marabi Dance
Danda
The Bottled Leopard
Poets to the People
Short East African Plays in English
Not Yet Uhuru
Menelik of Ethiopia
Ghana, Oau, and Southern Africa: An African Response to Apartheid
The 1996 General Elections and Democratic Consolidation in Ghana
Ghana: Evolution and Change in the Nineteenth and Twentieth Centuries
Picture Story of Osagyefo Dr. Kwame Nkrumah and Ghana
Journal of African Language Teachers Association
Perspectives on Indigenous Communication in Africa Vol.1: Theory and Applications
Ghanaian Favourite Dishes
The Survival of Multiparty Democracy in Ghana
Democratic Governance in Ghana Under the 1992 Constitution

For Genuine Partnership With Emerging Africa
The Evolution of Parliament in Ghana
The Blackman & The Veil: Beyond the Berlin Wall
Poetical Eurythmics of an African Griot
Folktales from Ashanti
The Emancipation of Women: An African Perspective
A Concise History of the Modern World
The Potential for Expanded Economic Activity in the Informal Sector
Ghana: Transition to Democracy
A Gift of Troubled Tribe
Reforming the political Kingdom: Governance and Development In Ghana's Fourth Republic
Tradition and Change: The Case of the Family
I Shall Not Be Moved
Diplomatic Soldiering
The Years Abroad
Islamic Economics for the Layperson
Social Structure and Traditional Organization of the Akans of Ghana
Akan Ethics
A Harp of Ghana
Africa My Native Land

Wole Soyinka
Mazisi Kuneme
Elizabeth Spio-Garbrah
Grandchildren
Efua T. Sutherland
Modikwe Dikobe
Nkem Nwankwo
Chukwuemeka Ika
Barry Feinberg
David Cook & Miles Le
Oginga Odinga
R. H. Kofi Darkwah
E. K. Dumor
Joseph R. A. Ayee
Adu Boahen

J. McLean Amissah
JALTA
Kwasi Ansu-Kyeremeh

B.J. da Rocha
Mr. Kwame Karikari, Dr
Johnson, Dr. Kwasi An
A. K. Bonnah Koomsor
Mats Karlson
K.B. Ayansu & S. N. D:
Wole Soyinka
David Abdulai
Kwesi Hutchison
Florence Abena Dolphy
William Woodruff
Ernest Aryeetey
Kwame A. Ninson
Segun Okunoren
Richard Sandbrook & J.

G.K. Nukunya
Maya Angelou
Joe Garba
Kwame Nkrumah
A. O. Abuda
E. K. Osei
C.A. Ackan
Enoch Edusei
P. K. K. Quaidoo

A Selection of African Poetry
 Social Structure of Ghana
 The Two Cultures Revisited
 Satallites
 A History of West Africa 1000-1800
 Caring for the Elderly-Perspectives from Ghana & Japan
 Even the Stars Look Lonesome
 My Africa
 Our Husband Has Gone Mad Again
 Ghana in Search of Development
 A Discourse On Akan Perpetual Calender
 Changes: A Love Story
 Words to Make My Dream Children Live
 Securities, Markets, and Investments
 Conflict Resolution & The New World Order
 Tradition and Change in Ghana: An Introduction to Sociology
 History of Ghana
 Anthology of Poetry for Secondary Schools
 The Golden Cocoa Pod
 Warrior King of Asante
 A Forest of Flowers
 Ghana Stock Exchange: 1999 Fack Book
 Rules for Playing Oware: abapa version
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