UNIVERSITY OF CALGARY

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Boundless Horizons: African & Global Development Field Studies (Ghana)
DEST 401: Building Sustainable Futures: Community Development Theory and Practice Inside Out"

GFC Hours 3-0
Spring 2025

Instructor (s): Dr. R. Apentiik
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Lecture Location: Ghana

Prerequisite(s): None

COURSE DESCRIPTION

This course delves into the theoretical underpinnings and practical applications of community development. Students will explore various models, theories, and approaches to community development, examining their relevance and effectiveness in diverse socio-cultural contexts. Through group field study activities, students will engage in hands-on learning experiences, collaborating with local communities to address real-world challenges and promote sustainable development. This course may involve field trips and practical fieldwork, requiring students to adhere to safety guidelines and ethical standards.

LEARNING OUTCOMES
By the end of the course, students will be able to:

- Critically analyze key theories and models of community development.
- Understand the role of various stakeholders and power dynamics in community development initiatives.
- Apply theoretical knowledge to practical community development projects.
- Evaluate the impact of community development interventions on social, economic, and environmental outcomes.
- Develop the knowledge required to foster interdisciplinary collaboration and communication skills necessary for effective community engagement.
- Discuss ethical and culturally sensitive approaches to community development.

READINGS AND TEXTBOOKS

No textbook is required for the course. Required readings are accessible via D2L or electronically. Other sources:

- Journal of Community Development

COURSE REQUIREMENTS AND ASSESSMENT

1. **PRE-DEPARTURE EXERCISE AND ASSESSMENT: 30%**

Exercise Overview:

Before embarking on the field study, students will be required to complete a series of pre-departure exercises designed to prepare them for the academic, cultural, and practical aspects of the course. These exercises aim to enhance students' understanding of the theoretical frameworks of community development, familiarize them with the socio-cultural context of the host community, and ensure they are well-equipped for the fieldwork. The pre-departure exercise and assessment plans are to ensure that students are adequately prepared for their fieldwork, both academically and practically.

Exercises:

Exercise 1: Literature Review and Summary: 10%: May 9, via D2L

- **Task:** Each student will select, and review 1 academic articles related to community development theories or case studies relevant to the course. Students will write a summary and critical analysis the selected article. Articles will be posted on d2l prior to the pre-session
- **Length: Should not be more 500 words**
- **Assessment Criteria:** Comprehension of key concepts, critical thinking, clarity of writing, and relevance to the course themes.

Exercise 2: Cultural Context Report: 10%: May 9, via

- **Task:** Students will research and write a short report on the socio-cultural, economic, and political context of Ghana. This report should include information on local customs, norms, potential challenges, and relevant historical background.
- **Length: Not more than 500 words**.
- **Assessment Criteria:** Depth of research, cultural sensitivity, relevance of information, and clarity of writing.

Exercise 3: Ethical Considerations Reflection: 10%: May10, via D2L

- **Task:** Reflect on the ethical considerations and potential challenges of conducting community development work in a different cultural context. Students should consider issues related to power dynamics, consent, and the impact of their presence in the community. Will provide more details when we cover the topics on: cultural sensitivity, ethical considerations, and practical tips for fieldwork.
- **Length: Not more than 500 words.**
- **Assessment Criteria:** Insightfulness, awareness of ethical issues, personal reflection, and clarity of writing.

Submission Guidelines:

- All assignments should be submitted electronically via the course's D2L platform by the specified deadline.
- Use APA formatting for citations and references.
- Late submissions will be penalized as per the course policy.

Preparation Resources (to be posted on D2l):

- **Recommended Readings:** A list of recommended readings will be provided on D2L to help students with their literature review and understanding of the theoretical frameworks.
- **Online Modules:** Pre-departure online modules covering topics such as cultural sensitivity, ethical considerations, and practical tips for fieldwork.

2. **Participation/team assignments: 20%: On-going**

Participation and engagement in class and debrief sessions, and field activities and site visits are essential components of this course. As such active participation in all course activities including debriefing exercises is mandatory. Collaboration within teams is a also significant aspect of the course, and while we hope for harmonious cooperation among team members, challenges may arise. It is crucial to approach teamwork in a professional manner, prioritizing the success of the project over personal dynamics. In the event of conflicts within your team, strive to address them constructively through problem-solving. If conflicts escalate to the point of disrupting project work, please do not hesitate to bring the issue to the instructors' attention while maintaining professionalism. The course is set up in a way to encourage students to actively engage in discussions, ask questions, and contribute ideas

Detailed Guidelines & Expectations:

To ensure that participation is fairly allocated and assessed we will use semi- structured and multi-faceted approach as outlined below:

Guidelines on what constitutes meaningful participation:

- This includes attending all sessions, contributing to discussions, engaging in field activities, and collaborating with team members. Active participation also includes participating in seminars, guest lectures, site visits, and weekly debrief sessions. On a weekly basis, we will hold 1-2 hours debriefing sessions to reflect on the day's events, exchange experiences, ask questions, share observations, express concerns, and offer insights. This also include one-on-one debrief sessions with the instructor to discuss journal entries and overall participation. These sessions are designed to enhance students' collective understanding of course-related issues.
- We will use design participation sheets or digital tools to record individual contributions
- **Rubric:** active involvement, quality of contributions, teamwork, and professional behavior will be considered when assigning participation grades.

3. **Daily journal entries, commentary, and reflection on development issues/projects: 50%: Due on June 10, via D2L**.

Each student is required to maintain a journal throughout the course to document their reflections, learning, experiences and contribution, whether positive or negative, that they might hesitate to share verbally. The aim is to encourage students to be honest and unfiltered in their field-learning journey, with the option to include personal reflections about their journaling experience during the trip. There are no set times or specific topics for journal entries, but journaling activities will begin from the first morning the group arrives in Ghana. Every other week during our stay in Ghana, each student will have a one-on-one review and debrief session with the instructor regarding their journal.

Evaluation/Assessment of Reflective Journal:

The quality of the journal will be assessed based on critical reflections of your experience over your stay in Ghana. The evaluation will consider depth of insight, critical thinking, personal engagement, and connection to course concepts as detailed below.:

1. **Depth of Reflection:**
   o **Insightfulness:** Does the entry demonstrate deep understanding and thoughtful consideration of the experiences and concepts?
   o **Critical Thinking:** Are the reflections analytical, questioning underlying assumptions and exploring alternative perspectives?
   o **Integration of Theory and Practice:** Does the student connect theoretical concepts learned in class with their practical experiences in the field?
2. **Personal Engagement:**
   o **Authenticity:** Is the reflection personal and authentic, showing genuine engagement with the material and experiences?
   o **Self-Awareness:** Does the student show self-awareness by reflecting on their own thoughts, feelings, and reactions to the experiences?
   o **Growth and Learning:** Are there indications of personal growth or learning over time?
3. **Connection to Course Content:**
   o **Relevance:** Does the entry clearly relate to the topics, theories, and discussions covered in the course?
   o **Application:** Are course concepts applied effectively to real-world situations observed during the fieldwork?
4. **Clarity and Organization:**
   o **Structure:** Is the entry well-organized, with a clear introduction, body, and conclusion?
   o **Coherence:** Are ideas presented logically and coherently?
   o **Writing Quality:** Is the writing clear, concise, and free of grammatical errors?
5. **Consistency and Completeness:**
   o **Regularity:** Are journal entries made regularly and consistently throughout the course?
   o **Completeness:** Are all required entries and components of the reflection included?

Points to Note:

- Completion of all assignments/components is required to pass the course. However, passing each component individually is not necessary to achieve a passing grade overall.
- Written assignments will be evaluated, in part, based on writing skills, which encompass surface correctness (grammar, punctuation, sentence structure, etc.), as well as overall clarity and organization.
- No extra credit or makeup work is available for this course.

- It is your responsibility to retain an electronic copy of each assignment (e.g., research paper) submitted. If requested, you must be prepared to provide a second copy of your assignment. Failure to provide a second copy may result in a zero grade for that portion of the course.

POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:
Late submissions may incur penalties, such as a downgrade in grade (e.g., from A- to B+) or a deduction of 5% of the total points for each day the item is overdue. Extensions will only be granted under extraordinary circumstances, such as serious illness or medical emergencies, religious observances, or domestic afflictions, excluding simply having too much other work to do. To request an extension, you must fill out the extension request form posted on D2L and submit it to me at least two weeks before the assignment's due date. If you miss a deadline for assignment submission, it is your responsibility to contact the instructor via email within a 24-hour period with legitimate reasons or excuses. If your reasons are accepted, you must be prepared to submit the assignment within a week, and it is at the instructor's discretion whether to allow the submission. While specific supporting documentation is not required, you may choose to provide documentation for an exemption or special request to support your situation. This may include, but is not limited to, evidence of a prolonged absence from a course requiring participation or a missed course assessment due to an activity. Students are encouraged to submit documentation that supports their situation. The decision to provide supporting documentation that best suits the situation is at your discretion. Falsifying any supporting documentation will be treated seriously and may result in disciplinary action in accordance with Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Deferral of the registrar-scheduled final exam requires Registrar approval https://www.ucalgary.ca/registrar/exams/deferred-final-exams
Reappraisal of Graded Term Work: http://www.ucalgary.ca/pubs/calendar/current/i-2.html
Reappraisal of Final Grade: http://www.ucalgary.ca/pubs/calendar/current/i-3.html

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

Land Acknowledgement
The Department of Anthropology and Archaeology acknowledges the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.

Respect for Diversity and Territorial Acknowledgment
Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES
Course sharing websites and copyright:

Classroom teaching and learning activities, such as lectures, discussions, presentations, etc., conducted by both instructors and students, are protected by copyright and are the intellectual property of their respective authors. All course materials, including PowerPoint presentations, outlines, and other resources, are also subject to copyright protection and remain the intellectual property of their respective authors.

Students enrolled in the course are permitted to take notes and make copies of course materials solely for their own educational purposes. However, students are prohibited from reproducing or distributing lecture notes and course materials publicly, whether for commercial or non-commercial purposes, without obtaining express written consent from the copyright holder(s).

Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit https://live-ucalgary.ucalgary.ca/student-services/access. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor or the Department Head. The full policy on Student Accommodations is available at https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure.

ACADEMIC INTEGRITY POLICY
Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT
The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar

at: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE (see Itinerary)

It should be noted the schedule is subject to minor changes and revisions

Schedule/Dates	Topic, Activity/Issues, Readings and other important dates
Pre-session Week 1	**Topics to be Covered** • Overview of Approaches and Theories of Community Development • Critical Analysis of Strengths and Limitations **Required Readings:** To be posted
Week 2	**Topics to be Covered** • Field Visit/Guest Lecture • Stakeholder Engagement and Power Dynamics in Development • Understanding Community Dynamics and Stakeholder Interests • Participatory Approaches & Methodologies in Community Development, including Participatory Rural Appraisal (PRA) Techniques **Required Readings:** To be posted
Week 3	**Topics to be Covered** • Field Trip/Guest Speaker • Sustainable Development and Environmental Justice • Integrating Environmental Sustainability into Community Projects • Addressing Environmental Justice Issues **Required Readings:** To be posted

Week 4	**Topics to be Covered**
	
	• Case Studies and Best Practices
	    o Analysis of Successful Community Development Initiatives
	    o Lessons Learned from International and Local Case Studies
	    o Collaborative Project with Local Communities
	    o Implementation of Community Development Strategies
	
	Required Readings: To be posted

Week 5	**Topics to be Covered**

	• Reflection on Learning Experiences and Future Implications **Required Readings:** To be posted