

**Group Study Abroad Program**  
**Ghana 2023: Decolonizing Development, Perspectives from Ghana**  
**ANTH: 541: Field Study in Social and Cultural Anthropology**  
**Culture and Post-colonial Development: Learnings from the Ghanaian context**

**Department of Anthropology and Archaeology**  
**Interdisciplinary Development Studies Program**  
**University of Calgary**  
**Spring 2023**

**Instructor:** Rita Yembilah

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**Dates:** May 18 – June 14 (back in Calgary June 16)

**Location:** Ghana mainly Accra, Wa, Mole, Sunyani-Fiapre and surrounding areas

**Prerequisite:** Consent of the department.

**Ethics Declaration:** The following course will obtain course-based ethics approval from the Faculty of Arts Research Ethics Committee.

**Note:** The four courses in this field school are to be viewed as interconnected but also taken in a progressive manner. This means preparations in DEST 401 will provide the necessary background for studying development in Ghana but also for setting students up for SOCI 401, ANTH 541 and DEST 501.

### **1. Course Description and Context**

ANTH 541 is themed around Culture and post-colonial Development, where the idea is to have students immerse in variables of development but examined from a cultural angle. In this course, culture is not limited to the “way of life of a people” but includes attitudes, mentality, beliefs, practices, communality, that are reconstructing development or holding it back. Generally, culture is seen as a variable of development but whereas some African scholars and populations’ writ large see culture a hindrance to development post independence, others see culture as a relegated force waiting to propel African economies into accelerated development. Given that, students will be encouraged to seek the “post-colonial culture” that could put in context some of the quagmire they observe or the renaissance they see. This course is created to inspire students to think of the interplay between culture and development planning, and culture and development outcomes, or even the reverse.

**2. Learning Objectives:** By the end of this course, it is expected that students will be able to:

- a. Demonstrate an expanded perspective of culture as it relates to development;
- b. Draw on their experiences to not be stereotypical in their view of “Africa”;
- c. Discuss eloquently the post-colonial development context and complexity of Ghana; and
- d. Draw on their interactions with local Ghanaians to reach conclusions about development in Ghana.

### 3. Text books, Readings and Final Examination

There is no textbook required for this course. However, suggestions for texts will come up that students should note and look up. Your instructors and other stakeholders will be available answer questions and direct you to needed material. Also, there is also no Registrar`s scheduled final exam.

### 4. Important Adherences whilst in Ghana

Whilst in Ghana, students are encouraged to maximize the learning that can happen *in situ* through instruction and your own observations. Students will have the opportunity to experience the stark contradictions that have come to characterise developing countries but it is vital that students work within the parameters of the group to keep our schedule running smoothly. To this end, all activities will be carried out collectively, even though individual or teamwork may happen within that time. Changes to schedule can occur due to factors outside of the control of the instructors, and will be announced as necessary, so be prepared to be open-minded and adaptable to change. The group will have review sessions known as Day`s Digest where we will go over the day`s activities and learn from them. Students are not allowed to initiate activities on their own, or to participate in activities that are not scheduled by the instructors without explicitly seeking permission to do so. The pre-departure session will allow students to understand instructors` expectations for student behaviour and participation in the program, as well as student's responsibilities to insure a successful and safe program for all.

### 5. Course Requirements and Evaluation

#### 5.1. Day`s Digest Meetings (20%)

Every second day (except in extenuating circumstances), the group will meet for 90 minutes to debrief about that events of that day. Students will be paired to lead the debrief each day. They will be responsible to arranging venue in consultation with instructors, setting the tone and moderating the meeting to the end. Then, within the context of the meeting, student will be required to share their debrief for the day (questions, observation, concern, insight etc.) that helps the rest of the group experience things the rest may have been blind to. These presentations, will ideally be held between 7 and 9 pm, and **must relate to culture, post-coloniality and development**. The aims of these digests are to take stock of the degree of commonality or divergence of thought that exists in the group, and deepen our collective understanding of the interplay between culture, development planning and development outcomes. To maintain the educational integrity of these exercises, students should kindly refrain from comparing notes beforehand, except for the two who will be leading the discussion that day. The attendance will be taken and notes made to ensure student presence and meaningful participation in the debriefs.

#### 5.2 On-going journaling (25 %)

Each student will be required to keep a journal, where they record their reflections and learnings for good or for bad that they would rather not say out loud. The idea is for students to be honest and raw in their field-learning journey, with permission even to write about their personal journal on the trip. There is no specific time for when to write and on what to focus but journaling activities will count from the first morning the group is in Ghana. **Twice during our stay in Ghana, – at the end of Week 2 and Week 4–your instructor will review and debrief individually about the journal**. The quality of the journal will be assessed by the depth and range of topics a student reflects on, and on the `rawness` with

which they do so. *At the end of each entry though, students should reflect on how whatever they journaled about could inform how they position to be a “responsive professional” in their field.*

### **5.3 Community engagement for Field Research (35%)**

This component of this course will help the student do the necessary community engagement in order to fulfil the research paper component as provided in DEST 501. Students would have discussed with Instructors what they need to complete their fieldwork, and implement that plan here; drawing on the research ethics and community engagement sensitization, they would have received across all courses, including this one. Booking interviews, arranging a focus group discussion, generating observational data all cognizant of research ethics practice will factor in the allotment of marks in this component. Students will receive facilitative support from instructors but it is their responsibility to spot a potential respondent and carry out their research. Marks will depend on the enthusiasm with which they do this work, the number of respondents they are able to recruit within our constraints as a study team.

### **5.4 Mini-Conference Prep and Participation (20%)**

This field school is set apart by the unique opportunity to conduct research and invite local Ghanaians to a preliminary presentation of the findings. Students will be paired according to theme and with one local student to prepare and shape their presentation whilst participating in the organization of the conference. Local students are not required to participate in the organization of the conference, but are encouraged to attend in a listening and maybe commenting capacity. A venue will be secured for students but they will be responsible for organizing it with only guided support from instructors and their networks to facilitate the organization of the conference. Students will be encouraged to invite local development practitioners, academics, students and all interested parties. Marks will depend on the enthusiasm with which they do this work, the quality of presentation content delivered and their conduct as they engage in discussions post presentation.

## 6. Final course grades will be

### Grade Breakdown

<b>A+ 100 - 94.9%</b>	<b>B+ 84.8 – 79.9%</b>	<b>C+ 70.8– 66.9%</b>	<b>D+ 58.8 – 54.9%</b>
<b>A 94.8 - 89.9%</b>	<b>B 79.8 - 74.9%</b>	<b>C 66.8 – 62.9%</b>	<b>D 54.8 – 49.9%</b>
<b>A- 89.8 - 84.9%</b>	<b>B- 74.8 – 70.9%</b>	<b>C- 62.8 – 58.9%</b>	<b>F 49.8% and below</b>

<b>Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
A+	4.00	Outstanding
A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter
A-	3.70	
B+	3.30	
B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.70	
C+	2.30	
C	2.00	Satisfactory - basic understanding of the subject matter
C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)
D+	1.30	
D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject
F	0	Fail - unsatisfactory performance or failure to meet course requirements

## 7. Electronics Policy

The success of the program is contingent upon students and instructors being fully engaged and participating through the activities, the meals, and the day-to-day work. Because students will be completing assignments whilst in the field, taking notes and probably searching up resources for your papers and presentations, students can bring their computer; printing facilities will be arranged on the ground. Students, however, do not need to bring computers to every engagement. Students will be able to store computers safely. Students can bring tablets or phones to engagements but remember to be socially respectful and maintain ethical practice when using them.

## 8. Academic Accommodations

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, to me at [ryembila@ucalgary.ca](mailto:ryembila@ucalgary.ca). For more information, please log-on to <http://www.ucalgary.ca/access/accommodations/policy>.

## **9. Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program. For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>. All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University.

## **10. Teaching Evaluations / USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Website: <http://www.ucalgary.ca/usri/>.

## **11. Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance.

## **12. Emergency Evacuation Assembly Points**

Prior to arriving in Ghana, your instructor will discuss with ground contacts where our assembly points will be in the event of an emergency. Also, once we arrive in any destination, we will scan the area and as a group, decide on an assembly point. Recognise that, Ghana does not have a systematic muster point protocol. This means that if our muster point arrangements fall through, you will have to make decisions to safeguard your reunification with the rest of the group.

### **13. Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>. The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

### **14. Faculty of Arts Program Advising and Student Information Resources**

Have a question, but not sure where to start? Arts Students' Centre. The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>