

Group Study Abroad Program
Ghana 2023: Decolonizing Development: Perspectives from Ghana
DEST 501: Research in Selected Topics

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

Instructor: Dr. Rita Yembilah and Dr. Jenny Godley

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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: Research Methods course from any Department. Recommended but not mandatory.

Ethics Declaration: The following course will obtain course-based ethics approval from the CF Research Ethics Board of the University of Calgary.

Note: The four courses in this field school are to be viewed as interconnected and 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

This course is designed to be the research component of the field school where students will have a opportunity to pursue their own mini-research on the topic they proposed in DEST 401. They will also be able to draw on research ethics principles from SOCI 401 (to be done in Wa) to not only situate their interactions with officials, and community members but also position to conduct and produce their their research in a ethical manner. The course is situated at the intersection of theory and practice. The theory will draw from course content from prior Development Studies courses or from DEST 401 and SOCI 401 and the practice component will be applying these to a research and discursive environment, e.g. at the mini-conference. Working on a topic that interests them from DEST 401, students will be tasked to position their observational lenses, analytical eye and curious mind to gathering the necessary information for the topic they wish to explore. To facilitate this course, a blanket Ethics Clearance from the University of Calgary will be sought prior to leaving for Ghana. With this in hand, students will be introduced to Community Engagement content to enable them apply knowledge in relevant communities to gather the information needed to submit their term paper (See below).

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

- a. Discuss eloquently the post-colonial development context and complexity of Ghana;
- b. Ethically engage with communities especially from a standpoint of 'professional' power; and
- c. Draw on the disciplinary bias and primary research to write and submit and academic paper

3. Text books, Readings and Final Examination

There is no textbook required for this course. As we go along, suggestions for texts and authors will come up that you should note, look up to build your repertoire of resources needed for your research paper. Your instructors will be available answer questions and direct you to needed material. There is also no Registrar`s scheduled final exam. The final deliverable will be the research paper submitted pots-travel.

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 is it 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 Disciplinary Bias Write up (30%) in the field

Whilst in the field, students will submit two separate 3-page double spaced papers commenting on the post-colonial development discourses and/or practices of Ghana, but from their disciplinary background (for example, political science). Ideas for the write-up are open and can be pre-tested with instructors before they are written. The deadline to submit is anytime before June 12, 2023. A disciplinary bias refers to how professionals approach issues based on the core of the education and training they have received. Thus, a computer expert may be inclined to see problems and their solutions in terms of computer technology, whilst a lawyer may see the same problem differently. **To conclude the write-ups, each student must put forward three steps they can take to reduce their tendency to see all problems in terms of their `specialization` for the issue they discussed.**

5.2 Term paper research and outline¹ (30%)

Following on the topic of interest assignment from DEST 401, students will prepare an outline that will guide the development of the term paper post-travel. Two weeks into the program, each student must meet with **one of two course instructors** to discuss their term paper and what they think they will need to conduct the research (interviews, group discussions, observations, media content etc.). After the in-person discussion, students will submit to their respective instructor ***in point form***, a detailed outline of their paper at least 3 days before departing from Ghana. This will form the basis of the paper they will submit by June 23rd, 2023.

¹ We will sensitize students on components on research paper prior to expecting details from them.

5.3. Term Paper (40%)

This report, which should be 20 pages maximum, double-spaced will be due on June 23rd submitted on D2L after students have returned from Ghana. This is where students will reach back into DEST 401, SOCI 401 and ANTH 541 to come full circle on their academic engagement with Development Studies in Ghana and with their topic of interest. The term paper will be expected to follow the methods of social science research, ethical practice and supported findings and conclusions. Instructors will be available in field to discuss their research on an ongoing basis, and will provide guided support as they write their paper without handholding.

6. Final course grades will be calculated as follows:

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

Grade	Grade Point Value	Description
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. 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. **Your responses make a difference, please participate!** 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

Website: 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

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

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