

**ANTH: 541: Field Study in Social and Cultural Anthropology**  
**Culture and Development: Learnings from the Ghanaian context**  
**“Development in Situ: Group Study Abroad”**

**Department of Anthropology and Archaeology**  
**Interdisciplinary Development Studies Program**  
**University of Calgary**  
**Spring 2020**

**Instructor:** Rita Yembilah

**Email:** [ryembila@ucalgary.ca](mailto:ryembila@ucalgary.ca)

**Dates:** May 12 – June 8 (back in Calgary June 12)

**Location:** Mainly Tamale, Northern Region, Ghana

**Program Facilitator:** Dr. Hippolyt Pul, Institute of Peace and Development, Tamale, Ghana

**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 3 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 ANTH 541 and DEST 501.

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

ANTH 541 is themed around Culture and Development, where the idea is to have students immerse in various variables of development but examined from a cultural angle. In this course, culture will not be limited to the “way of life of a people” but will be broadly construed to include attitudes, mentality, beliefs, practices, ethos, communality, and so on. Generally, culture is seen as a variable of development but as to whether it is a dependent or an independent variable continues to be debatable. Among some African scholars, culture is not only seen as an influencer of development but a driver of it. 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. They will work closely with their instructor to decipher the most astute ways in which to approach their academic curiosity.

**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. Argue the continuous interplay between culture and development;
- c. Analyse a development issue from a distinctly cultural viewpoint or viewpoints;
- d. Draw on their interactions with officials to reach reasoned conclusions about development trajectories; and
- e. Synthesise data from various sources, including primary data to write a reasoned report.

### **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 Instructor and Facilitator 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 maximise 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 the ambience of 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 team work may happen within that time. Changes to schedule can occur due to factors outside of the control of the instructor, and will be announced as necessary, so be prepared to be open-minded and adaptable to changes. The group will have review sessions known as Instructor Debriefs 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 instructor without explicitly seeking permission to do so

### **5. Course Requirements and Evaluation**

#### **5.1 Participation (30%)**

As alluded to in DEST 401, almost all the learning that happens in this program will be participatory. Besides this point participation fosters group dynamic. Participation will be student's opportunity to demonstrate that they are a team player but can work independently. Participation is construed to include all the activities that the group will undertake whilst in Ghana in all contexts. There will be meetings with local communities, bureaucrats, middle management and high-level players on the Ghanaian scene. There will be opportunities to engage with staff at the Institute of Peace and Development; visits to places of interest (tourism); and of course, there will be all the study related meetings with your instructor including participating in the mini-conference among others. A log will be kept of all the activities and assessed on an ongoing basis.

#### **5.2 Presentation in Day's Digest Meetings (20%)**

Every third day from the groups very first meeting with experts in Ghana, two students per "day" would be billed to leads a day's digest discussion. These presentations, which will typically happen between 7 and 9 pm, would focus on content —themes, observations, insights, the particularities — students picked up on, *but all your points must relate to culture as it relates to development*. The two-student team will present to the group and moderate the meeting to its conclusion. *The aims of these digests are to take stock of the degree of commonality or divergence of thought that exists in the group, and also 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. Content for the discussion can cover the intervening days between digest days.

#### **5.3 On-going journaling (20 %)**

Each student will be required to keep a journal, where they record their reflections, thoughts, insights, and learnings for good or for bad. The idea is for students to be introspective participants in the field learning journey. There is no specific time for when to write and on what to focus but ensure that as soon as we arrive in Ghana your journaling begins so that you can be ready to submit your work when the time is due. Twice during our stay in Ghana, — at the end of Week 1 and Week 3— your instructor will collect, review, assess and debrief individually with each student, providing

feedback on strengths and areas of improvement. The quality of the journal will be assessed by the depth and range of topics a student reflects on, and on the 'rawness' of what they were thinking and feeling as they witnessed whatever resonated with them. *At the end of each entry though, students should reflect on how whatever they journaled about could inform how they position to be a "better professional" in their field.*

#### 5.4 Outline of term paper (30%)

Following on the topic of interest assignment from DEST 401, students will prepare an outline in ANTH 541 that will guide the development of the term paper that will be due in DEST 501. Two weeks into the program, each student would be required to touch base with me to discuss their idea for the outline before setting it to paper. After the in-person discussion between the instructor and facilitator, each student will submit to the instructor *in point form*, a detailed outline of the topic we have agreed on. This will form the basis of the term paper that will be due upon return to Calgary.

#### 5 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>

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

#### 6 Electronics Policy

The success of the program is contingent upon students, facilitators and instructor being fully engaged and fully participating to the life of the group through the activities, the meals, and the day to day work. Due to the fact that you will be completing assignments whilst in the field, taking notes and probably searching up resources for your papers and presentations, students are allowed to bring their computer; printing facilities will be arranged on the ground. You, however, do not need

to bring the computer with you for every engagement. We will be able to store your computers safely as necessary, when on the ground. You are allowed to bring a tablet for reading. You are also allowed to bring your phone (to take pictures, listen to music and to use in a Wifi zone).

## **7 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>.

## **8 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.

## **9 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/>.

## **10 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.

### **11 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.

### **12 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.

### **13 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/>