**DEST 501: Research in Selected Topics**

**“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

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

**Location:** MainlyTamale, Northern Region, Ghana

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

**Prerequisite:** Consent of the department.

One Research Methods course from any Department/Faculty.

**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.

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1. **Course Description and Context**

This course is designed to deepen students’ engagement with the development nuances of Ghana working at the intersection of theory and practice. The theory component will be drawing from course content and concepts from prior Development Studies courses or from DEST 401; the practice component will be of paying keen attention to the discourses that occur once we are on the ground in various communities in Ghana. Within the broader context of deepening their knowledge base in Development Studies, the goal of the course is to build students’ analytical aptitude in order to sift out a well-thought out “narrative” of Ghana’s development trajectory. 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 their 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).

1. **Learning Objectives:** By the end of this course, it is expected that students will be able to:
2. Draw on knowledge to hone in on a research problem in relation to “Development in situ”;
3. Demonstrate a heightened awareness of disciplinary bias and how to respond to it;
4. Ethically engage with communities especially from their standpoint of ‘professional’ power;
5. Analyse developmental problems in Ghana (broadly poor countries) from multiple perspectives.
6. **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 Instructor and Facilitator will be available answer questions and direct you to needed material. Also, there is also no Registrar`s scheduled final exam.

1. **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 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 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 or 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 instructor without explicitly seeking permission to do so. The group dynamic session will allow students to understand the instructor's expectations for student behavior and participation in the program, as well as student's responsibilities to insure a successful and safe program for all.

1. **Course Requirements and Evaluation**
	1. **Disciplinary Bias Write up (15%) in the field**

Whilst in the filed, students will submit 2 separate 3-page double spaced papers commenting on the problems of development in Ghana as they have observed from the disciplinary biases of the experts and practitioners they interact with. 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 all problems and their solutions in terms of the lack of computer technology, whilst a lawyer may see the same problem in terms of legal inadequacies that compromise the common good. To conclude the write-ups, each student must put forward steps they can take to reduce their tendency to see all problems in terms of their ‘specialization’.

* 1. **Spotlight on Africa! (15%)**

Over the course of our stay in Tamale, each student must arrange a 12-15-minute meeting with Dr. Hippolyt Pul, Executive Director of the IPD. He has travelled extensively in Sub-Sahara Africa in a research and consulting capacity addressing a wide range of development issues. Your task will be hold a wide-ranging conversation with him (allow the content to develop organically). After that meeting, each student must meet with Dr. Pul and I to share how their “conversation” helped to expand or deepen your knowledge of development issues on the African continent.

**5.3. Term Paper** (**70%)**

This report, which should be 20 pages maximum, double-spaced will be due on June 29th, after students have returned from Ghana. This is where students will reach back into DEST 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 research characterized by an introduction to the problem (including why the student is drawn to the topic), a review of relevant literature, a statement of the research objectives, how data was collected whilst in Ghana, and a discussion of what the research inquiry added to the student’s learning about the topic in Ghana and Development Studies in general.

1. **Final course grades** will be

**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**

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| **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 |

1. **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 whist 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 Wi-Fi zone).

1. **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>.

1. **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.

1. **Teaching Evaluations / USRIS (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/>.

1. **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.

1. **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.

1. **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.

1. **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/**