

**GWAH282T-F: Community-Based Development Projects - Travel Course to Ghana  
Spring 2016 / TR 12:00-2:00pm / Sykes 161**

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Office Hours: Tuesday and Thursday (10am-11:30am) and Friday (9:00am-11am)

Objective:

When students think of “development” a number of images typically run through their minds. Maybe it is a Peace Corps volunteer in rural Cameroon digging a well, a Médecins Sans Frontières doctor fixing a broken bone in Port-au-Prince, or a USAID staffer working on a loan to build a new road to factories in Bangladesh. Often times absent from these initial images are questions concerning the content and effectiveness of development. Who defines the problem? Who comes up with the solution? How do we decide if our outcome is a successful one? We will not only ask these questions but pour through the various answers examining each for its theoretical and practical value.

For the first half of the classroom portion of this course we explore the development situation in Africa, Ghana, and the Nabdam area in which we will spend a week. We also consider community-based development projects around the world with an eye for their strengths, weaknesses, and potential lessons for students interested in participating in their own self-designed development project. For the second half of the semester we develop, alongside residents of Nabdam constituency in Ghana, our own development projects. These projects should be informed by our discussions over the first several weeks of the course but also take into account the particular conditions and interests of the people who you actually plan on helping.

For most, our trip to Ghana is the highlight of the course. As a class we travel around Ghana for two weeks in May to see with our own eyes what the “third world” looks like and how people handle their modest material situations. For one week we are in a small village near the Ghana/Burkina Faso border conducting student designed development projects. Here you not only see poverty with your own eyes but get an idea of how difficult a situation it can be to alleviate and in the process hopefully establish life-long cross-cultural connections and friendships.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the material, attended lectures regularly, done the readings, completed all assignments diligently, studied for quizzes and exams, and participated fully in the project design and implementation should be able to do the following by the end of the course:

- The student will be able to describe major debates in the field of development.
- The student will be able to highlight some of the significant obstacles to development.

- The student will be able to describe in detail his/her development project and justify it in terms of desirability, practicality, and sustainability.
- The student will be able to do a rudimentary evaluation of a development project.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus a contract between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly and bring it to class with your notebook. During the first half of the semester you are expected to read EVERYTHING assigned on the syllabus, which averages around 50 pages a week. You are also expected to attend EVERY lecture. Visiting me regularly during office hours to discuss issues raised in class, your project presentation, and project notebooks will not hurt either.

During the second half of the spring semester and our time in Ghana over the summer you will be working on a community-based development project of your design. These projects require a great deal of effort and motivation on your part, far more than a typical end of the semester project. If you put minimal thought and work into the project not only will your grade suffer but your time in Nabdam will likely lead to superficial and unsustainable improvements in the lives of residents in the area. You WILL be disappointed that you put so little effort into such a worthwhile project. If, on the other hand, you put in not only “sufficient” amounts of time and thought but go above and beyond you will likely be rewarded with a great life experience in Nabdam and, if you are lucky, bring about a positive change in someone’s life on the way to a good grade in the course.

You will be evaluated in this class based on your performance in 6 areas. These areas, along with their relative weights, are as follows:

Exam (25%) – Given out in-class on Tuesday 1 March. The exam will cover all material from the assigned readings, lectures, and in-class presentations for weeks 1 through 6. If you miss a class over this period, it is your responsibility to get notes from one of your colleagues. The exam will include multiple-choice, matching, and essay questions. There will be NO review sheet. Unexcused late exams will be penalized at a rate of 10 points per day. If you miss an exam it is YOUR responsibility to contact me as soon as possible to schedule a make-up.

Project Presentation (15%) – From weeks 4 through 6 we will read about several community-based development projects. Each of these projects has a unique history, geographical context, and set of strengths and weaknesses. On Tuesday 26 January we will have a drawing at the beginning of class to figure out which development project you will present to the class. The date for these presentations is the same day we do the readings on your project. On the dates of your presentations you will be given 25 minutes to educate the class on the development project for which you are responsible. We want to know the history of your project, its successes and failures, and how it can inform our projects in Nabdam (in terms of desirability, practicality, and sustainability). Though the format of these presentations is largely up to you, expectations for the level of your research are similar to a medium-length seminar paper so plan on doing more than simply reading the

text assigned to everyone. Your presentations will be followed by a question and discussion period of approximately 10 minutes that you will lead. See if you can arrange an in-class phone interview with someone who works for the organization you are reviewing or one that does similar work. Though this is not a requirement it might help you answer some of the more difficult questions and give us greater access to the organization's inner workings. An unexcused absence on the date of your presentation will result in ZERO POINTS WITHOUT EXCEPTION. You should bring enough copies of a one page summary of your presentation to class to distribute to your colleagues to use as an exam review.

Lund Quizzes (5%) – For weeks 2 and 3 you are responsible for reading Lund's *Local Politics and the Dynamics of Property* in Africa in its entirety. We will use this text to explore the Upper East region of Ghana. On Tuesday and Thursday you will receive a short quiz during the first five minutes of class covering chapters 1-4 and 5-9 respectively. The quizzes are a basic reading check and will ask questions anyone who has read the material closely will have a very high likelihood of answering correctly. Unexcused late quizzes must be made up within a week and will only receive half of the available points.

Chabal and Daloz Book Review (5%) – Everyone in class will read Chabal and Daloz's *Africa Works* to reinforce the political context in which your personal development projects will take place. You are to write an academic book review of the text of NO MORE than 3 pages in length (1 inch margins, TNR 12 point font, single-spaced). You should identify the work's research question, thesis, and succinctly outline how the author's argument progresses from research question to thesis. You should also include a discussion of how the book fits into the literature on community-based development. Your thoughtful and appropriate personal evaluation of the text should work its way into your review. Book reviews are due at the beginning of class on Thursday 25 February. Unexcused late papers will be penalized 10 points per day.

Development Project Notebook (40%) – Over the last half of the Spring semester, during your time in Ghana, and upon your return home you will produce a development project notebook documenting your particular community-based development project. This notebook should have an abstract, literature review, timeline and budget with justifications, project diary, proposed evaluation rubric, and conclusion which documents the lessons learned from the project. We will go over each of these sections in some detail in class. There is no page limit but you should keep in mind that this assignment accounts for more than a third of your final grade and will be evaluated as such. This means I am looking for thoroughness and quality writing and presentation. Notebooks are due in PDF format via email ([kfridy@ut.edu](mailto:kfridy@ut.edu)) by Friday 24 June. Unexcused late notebooks will be penalized at a rate of 10 points per day.

Participation (10%) – This is the type of course you need to be actively engaged in to reap the full benefit. What this means in practical terms is showing up and contributing to class discussions on projects and fully engaging with your community-based development project in Nabdam. These points are not automatic; you will really need to work for them. You have three classes you may miss throughout the semester without penalty. One absence exceeding these three will cost you a third of your participation grade, two

absences exceeding these three will cost you two-thirds of your participation grade, and three absences exceeding these three will cost you your entire participation grade. Since it will be a poor reflection not only on you but the class and its future renditions, failure to participate in your development project in Ghana will draw a more severe penalty. In severe cases where students do not participate in the project of their own design and/or become so difficult that their participation is unhelpful and/or unsafe for themselves, their group mates, and/or the community, said student may be penalized up to a quarter of his/her total grade.

Important Due Dates:

Lund Quizzes	Thursday 28 January and Tuesday 2 February
Project Presentations	Weeks 4 - 6
Chabal and Daloz Review	Thursday 25 February
Exam	Tuesday 1 March
Project Notebook	Friday 24 June

Grading:

The course letter grade will be determined according to the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

\*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

Required Texts:

**Chabal**, Patrick and Jean-Pascal **Daloz**. 1999. Africa Works: Disorder as a political instrument. Bloomington, IN: Indiana.

**Lund**, Christian. 2008. Local Politics and the Dynamics of Property in Africa. New York, NY: Cambridge.

**Moss**, Todd J. 2007. African Development: Making sense of the issues and actors. Boulder, CO: Lynne Rienner.

(☺) Article or chapter available through UT Blackboard.

## COURSE SCHEDULE

The course schedule is subject to change at the professor's sole discretion.  
Any changes will be announced in class, via email, and/or via Blackboard.

### Week 1 (January 19 – 22)

- Tuesday* Introduction  
Readings: Syllabus and ∞ Miles, William F.S. 2009. "Bulls, Goats, and Pedagogy: Engaging Students in Overseas Development Aid." *PS, Political Science and Politics* 42 (1): 181-187.
- Thursday* The African Context  
Readings: *Moss* Chs 1-5

### Week 2 (January 25 – 29)

- Tuesday* Core Development Questions on the Continent  
Readings: *Moss* Chs 6-10
- Thursday* Ghana's Developmental Situation  
Readings: *Lund* Chs 1-4  
Assignment: Lund Quiz 1

### Week 3 (February 1 - 5)

- Tuesday* An Introduction to Ghana's Upper East Region  
Readings: *Lund* Chs 5-9  
Assignment: Lund Quiz 2
- Thursday* Understanding Your Project Notebooks and Community-Based Development Projects I (Seregeya Leo)  
Readings: ∞ *Seregeya Leo* [Ross, Will. 2010. "Kenyan Farmer Lauds Internet as Saviour of Potato Crop." BBC News, 17 March.]

### Week 4 (February 8 - 12)

- Tuesday* Community-Based Development Projects II (Partners in Health, SHE Project, Sweet Potato Profit and Health Initiative)  
Readings: ∞ *Partners in Health Haiti* [Kidder, Tracy. 2000. "The Good Doctor." *The New Yorker*. 10 July.]; ∞ *SHE Project* [Anderson, Curt. 2010. "Sanitary Pads For the People." Studio360, 15 October.]; and ∞ *Sweetpotato Profit and Health Initiative* [Low, Jan W. 2010. "Sweetpotato for Profit and Health Initiative." *Sweetpotato Knowledge Portal*, 10 March.].
- Thursday* Class Cancelled – HNMUN

### Week 5 (February 15 – 19)

- Tuesday* Community-Based Development Projects III (Moving Windmills, Krochet Kids, and Trashy Bags)  
Readings: ∞ *Moving Windmills* [TED Global. 2007. "William Kamkwamba on Building a Windmill."]; ∞ *Krochet Kids* [Lincoff, Nina. 2011. "Buy a Hat and Change a Life with Krochet Kids." *Good*, 24 December.]; and ∞ *Trashy Bags* [Tutton, Mark. 2010. "Ghana bags a handy new way to tackle plastic waste." *CNN*, 1 June.].

*Thursday* Community-Based Development Projects IV (Grameen Bank, Heifer International, and Spark MicroGrants)  
Readings: 📖 **Grameen Bank** [Ertel, Manfred and Padma Rao. 2006. “Interview with Nobel Laureate Muhammad Yunus.” *Spiegel*, 7 December.]; 📖 **Heifer International** [Kristof, Nicholas. 2008. “The Luckiest Girl.” *New York Times*, 3 July.]; and 📖 **Spark MicroGrants** [Adams, Susan. 2011. “Saving the World on a Shoestring: Spark MicroGrants.” *Forbes*, 11 July.].

**Week 6 (February 22 – 26)**

*Tuesday* Community-Based Development Projects V (Infinite Family, SAVAMA-DCI, and Uganda Skateboard Union)  
Readings: 📖 **Infinite Family** [Berger, Danielle. 2011. “South African teens get virtual mentoring from all over the world.” *CNN*, 18 January.]; 📖 **SAVAMA-DCI** [Walt, Vivienne. 2009. “Lost Treasures of Timbuktu.” *Time*, 30 July]; and 📖 **Uganda Skateboard Union** [Yann Gross. 2010. “Uganda Skateboard Union.”].

*Thursday* Africa Works, but not how you expect it to work (We’ll spend the first half of class discussing the book and the second half speaking with alumni of the program)  
Readings: *Chabal* and *Daloz*

**Week 7 (February 29 – March 4)**

*Tuesday* **EXAM**

*Thursday* Class Cancelled – Spartans Academy Abroad

**\*\*\* SPRING BREAK (March 6 – 13) \*\*\***

**Week 8 (March 14 – 18)**

*Tuesday* Brainstorming Community-Based Development Project Ideas  
Assignment: Come to class with at least a rough written idea of the topic of your project and the group you want to work with.

*Thursday* Meeting with your Nabdam colleagues via Skype  
Assignment: Come to class with a list of questions you would like to ask someone in Nabdam about your project.

**Week 9 (March 21 – 25)**

*Tuesday* Individual/Group Meetings to Discuss Project

*Thursday* Class Meeting to Compare Notes and Set Timelines

**Week 10 (March 28 – April 1)**

*Tuesday* Project Planning Meeting

*Thursday* Project Planning Meeting

**Week 11 (April 4 – 8)**

*Tuesday* Project Planning Meeting

*Thursday* Project Planning Meeting

**Week 12 (April 11 - 15)**

*Tuesday*      Project Planning Meeting

*Thursday*      Project Planning Meeting

**Week 13 (April 18 – 22)**

*Tuesday*      Present Project to the Class

*Thursday*      Final Pre-Departure Meeting

**Week 14 (April 25 – 29)**

Finish up any last minute preparations you need for the trip or your project.

## **Tentative Schedule in Ghana\***

(Ghana Contact #: +233264445719)

May 8 – Depart Tampa for Accra

### *Accra*

May 9 – Arrive in Ghana

May 10 – Tour of Accra

### *Kumasi*

May 11 – Travel to Kumasi

May 12 – Visit Kejetia Market

### *Bolgatanga*

May 13 – Travel to Bolgatanga

May 14 – Introduction to the villages of Nabdam and Service Project day 1

May 15 – Service Project day 2

May 16 – Service Project day 3

May 17 – Service Project day 4

May 18 – Service Project day 5

May 19 – Service Project day 6 and send-off from residents of Nabdam

### *Accra*

May 20 – Travel to Accra

May 21 – Free day in Accra

May 22 – Leave for the US

May 23 – Arrive in US



\*This itinerary may be altered slightly based on cost and availability. We reserve the right to adjust dates and locations.



## General Information:

These are a few things every student should know.

Emergency Conditions - In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access [www.ut.edu](http://www.ut.edu) for information about the status of the campus and class meetings. In addition, please refer to Blackboard for announcements and other important information. You are responsible for accessing this information.

Special Needs - If there is a student who has special needs because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email [disability.services@ut.edu](mailto:disability.services@ut.edu). Please feel free to discuss this issue with me, in private, if you need more information.

Classroom Disruption Policy – The University of Tampa has a policy covering disruptive classroom behavior. The policy will be applied in this course and is detailed in the Faculty Handbook Chapter 6 Section XI (available online at [www.ut.edu/provost](http://www.ut.edu/provost)).

Mental Health Counseling – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel depressed or out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave. (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has been destroyed. Their email is [healthcenter@ut.edu](mailto:healthcenter@ut.edu) and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

Academic Assistance – The Academic Center for Excellence ([ace@ut.edu](mailto:ace@ut.edu)) in North Walker Hall offers free peer tutoring, credited academic skills courses, national testing services, and services for students with disabilities. The Saunders Writing Center (323 Plant Hall, x6244) aids students with their writing projects. You pay for these services through your tuition and there is no shame in using them if you need help with your course work. I am more than happy to discuss any academic issues you might have during office hours but if I think one of these services can help you be more successful I will not hesitate to recommend it.

Academic Integrity – The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of

honesty, trust, fairness, respect, and responsibility. The scholarly community at The University of Tampa strives to instill values that uphold academic integrity and promotes an ethical standard that does not condone academic misconduct. Violation of academic integrity and academic misconduct tarnish the reputation of the University and discredit the accomplishments of past and present students. Sanctions for violation of academic integrity and academic misconduct include a failing grade in an assignment or in the course, or suspension or expulsion from the University. I take integrity very seriously and will monitor all submissions and exams for violations of the academic integrity policy. I also expect professional behavior in class that fosters an environment encouraging not only your learning but the learning of your peers. Students are held responsible for knowing and observing the University's Academic Integrity Policy (available online at [www.ut.edu/provost](http://www.ut.edu/provost)). If you have any questions about the policy, please feel free to talk with me.

#### Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of things you can do to help me maintain this image as well as some things you can do to reveal it as a mirage. Doing more of the former and less of the latter will make me happy whereas the converse will make me sad!

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions in an intelligent way – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built in component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not have to pretend any more. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills. If you are worried about your peers' impressions of you forget about it.

Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings or lectures is fair game for an exam. Things covered in both readings and lectures, which I post online in the form of Powerpoint slides, are slightly more likely to show up on the exam.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiated the request. Giving out extra credit opportunities to select students makes grades for my courses unreliable measures of student success and your goal should be to master the material assigned on the syllabus.

DO understand what your grade represents – I assume every student who enters my class wants to take away a greater understanding of the world and that the grade (s)he receives is but a formal, and somewhat abstract and imprecise, reflection of the knowledge (s)he has gained. The average student in my courses typically earns a low B (3.0) or a high C (2.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course and few will. On the other hand it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Government and World Affairs. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO NOT send me an email without putting yourself in my shoes first – I respond to most student emails (this does not mean ALL student emails and it does not guarantee an IMMEDIATE response) but ask that you follow four simple rules before hitting send. First, DO NOT ask me a question via email that will take more than a few sentences to answer. With three classes and nearly 100 students I just do not have the time to provide these detailed answers online. Besides accurate answers to questions like “What should I write my paper on?,” “How can I make better grades?,” “Can you tell me what we did in last Thursday’s class?,” or “I’m having a life crisis can I make up the exam?” require some student feedback that emails lack. Therefore, if you find yourself in need of an answer to a question of this nature please feel free to come by my office hours or talk to me after class and I will be happy to help you to the best of my abilities.

Second, DO NOT email me assignments unless specifically told by me or the syllabus to do so. I will neither grade nor respond to these emailed assignments. Emails get lost, attachments are sometimes difficult to open, and dealing with hard copy or Turnitin assignments and emailed assignments simultaneously creates logistical problems. If you

will not be in class but owe me a hard copy of an assignment turn it in via the “Drop Off” box outside my office door.

Third, before you hit send on an email to me with a question about assignments, or deadlines, or readings check your syllabus and our Blackboard site to make sure the answer is not there. If this were an occasional issue I would not hesitate to re-answer questions addressed elsewhere. It is, unfortunately, a frequent problem.

Fourth, Blackboard, Turnitin, and Spartan Mail are subscription services provided by the University of Tampa. I administer none of these sites and have no formal training in problem solving in these platforms. So if you lost your password or cannot seem to get one of these websites to work, please seek help from one of your computer savvy colleagues or UT’s computer helpdesk.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to drop by my office during office hours. I keep five hours per week and these hours are for you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO NOT be tardy or leave class early – If you come in late to class enter quietly and sit somewhere where you will not disturb other students. Classes will begin promptly as scheduled so you will need to copy notes from one of your colleagues on lecture days if you feel like you have missed something important. On assignment days you will not be given extra time for your tardiness. If you show up without an excuse 5 minutes before an exam is finished, you will only have 5 minutes to finish the assignment.

Class is done when I say something to the effect of “see you next class” and not before. I will do my best to end class on time if not a few minutes earlier. There will, however, be some class periods where I might need to go over time by a minute or two to finish an important point. Out of respect for your fellow classmates you should NOT begin filing papers into your book bags before class has officially ended. I realize that there will be classes where you have a job interview or a club activity or a plane you need to leave early for. By all means let me know before class that you need to leave early, arrange with someone in class to take notes for you, and do not miss your important event.

DO know my policy on “excused” absences – There are no excuses for late papers. You know about them well in advance and a last minute illness or death in the family should not affect your ability to turn in the assignment or have a colleague do so on your behalf. Excuses for missed exams or presentations are granted at the sole discretion of your professor. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will almost always be allowed an early exam or presentation.

In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. These include a police report that indicates you were in their custody during the time of the exam/presentation, a doctor’s note that says explicitly you are contagious and/or physically incapable of attending the class (I will call!), or a copy of your friend/relative’s obituary

with both the date of funeral visible and your name listed amongst the bereaved. A note from your parent or a receipt from Student Health are NOT acceptable documentation. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for “excused” absences. Whether an absence is “excused” or not is up to the discretion of your professor based on the guidelines outlined above.

DO NOT use cell phones and computers in a distracting way – Turn your cell phone off or on silent mode when you enter the class. If there is a call you must take you should take it outside of class. Texting and cruising the Internet during class is rude and distracting so DO NOT DO IT. Computers can be useful for typing notes, working on papers in groups, and researching topics covered in class. They can also be significant distractions to you and your neighbors if you use them to check email, message friends, or cruise the web. If you must engage in any of this distracting behavior, do so from the comfort of your dorm room or home. This class has no attendance policy so if you have more important things to do during our class time than pay attention to lectures and engage in discussions there is no penalty.

If you choose to ignore this advice and engage in distracting behavior on your computer or cell phone in class you WILL BE ASKED TO LEAVE and FORBIDDEN FROM RETURNING to future classes with your electronic device. You will not be permitted to use cell phones, computers, or any other electronic devices during exams or quizzes.

DO NOT tape or video record class without prior permission - Students are not authorized to make recordings during class without permission from the instructor. Exceptions to this rule will only be granted under extraordinary circumstances. If you are granted permission to record lectures that permission is only for your personal use and the recordings should not be shared with others to protect your colleagues’ ability to speak freely in class discussions.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I have made a mistake I will consider changing a grade only after the following conditions have been met: 1) You must wait at least 24 hours but no more than ten days after receiving your graded assignment to file a complaint. 2) You must submit in writing (*typed* and *printed* out) an explanation of why you think you deserve a different grade. I will review your submission and give you my final decision within a week of receipt at which time I will consider the “negotiation” complete and any further appeals on the issue will be directed to the department chair. Challenges that resemble “I’m an A student so there is no way this paper is a B,” “I don’t like this grade can I have another?,” “I was making a good argument it just did not come across in my paper,” or “I need to pass this class to graduate” will be summarily dismissed for lack of justification.

DO understand that I am interested in discussing your progress in the course with you – If you have a parent, coach, drill sergeant, etc. who is interested in learning about your status in this course feel free to share it with them. I post grades on Blackboard and the syllabus explains in detail my weighting formula so you have access to all the information I do regarding your current standing in the class.

Travel Information:

To make our time in Ghana the most pleasant it can be, the following information should be noted.

Travel Fees – In order for the University of Tampa to purchase your ticket and make reservations for you, you must make your course travel payments to the International Programs Office by their set deadlines. Otherwise your travel might be placed in jeopardy or your fees may be increased.

Passports, Visas, Shots, and Anti-Malarials are YOUR Responsibility – Without a valid passport with a Ghanaian visa and proof of Yellow Fever vaccination you will not be allowed to enter Ghana or participate in the course trip. This means you should procure a passport with at least a year of validity still on it prior to the middle of February, send away for a Ghanaian visa following the Ghana Embassy in Washington DC guidelines to the letter by the end of Spring Break, and be vaccinated for Yellow Fever and staple your Yellow Fever card into your passport before the last week of April. Failure to follow these directions exactly may not only result in your failure to participate in the course travel but the loss of non-refundable portions of your travel fees. Though anti-malarial medications are not required to enter Ghana, it is strongly recommended that you speak with your medical provider about one of the many anti-malarial drugs and the market before the end of the semester. Malaria is a serious disease so if you chose not to use one of the Center for Disease Control's approved anti-malarial drugs you should let the International Program Office and your professor know of your decision before the first of April.

Comport Yourself with Respect and Dignity Abroad – We will be in Ghana for close two weeks under sometimes challenging conditions. There will be days when we are riding on the bus for several hours on roads that are unpaved and rutted. You will have to share a room with at least one of your colleagues and we may encounter accommodations that are considered rustic by mainstream American standards. Ghanaian cultures are different from yours in many ways and you will likely encounter bathrooms and food which seems odd to you and social situations which seem awkward. In order for this faculty-led trip to work you MUST put yourself in a mindset to make the most out of the situations we encounter and treat yourself, colleagues, professors, and Ghanaian hosts with respect. This trip takes place in the real world so we cannot account for in advance every eventuality. To better deal with unforeseen events that may arise, it is really important that you are prepared act with maturity and respect the faculty advisors as extensions of the University of Tampa in Ghana.