

PSC 282: Community-Based Development Strategies
Spring and May 2025 / T 10-11:50am / KBB 214

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Office Hours: Wednesday Noon-3p, Thursday 10a-noon

Objective:

Through class readings, films, and discussions, this course focuses on development as part of an academic discourse and as an underlying assumption behind applied service projects. Students begin by questioning what development is and who defines it, and they explore who benefits from it. They then read about a wide range of development projects and evaluate them for effectiveness. Finally, students design a developmentally oriented service project.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the readings and lectures, attended discussion sections regularly, completed all assignments thoughtfully, studied for the exam, and participated fully in the course in general should be able to do the following by the end of the course:

- identify major debates in the field of development.
- highlight some of the significant obstacles to development.
- describe in detail his/her/their development project and justify it in terms of desirability, practicality, and sustainability.
- 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 4 areas. These areas, along with their relative weights, are as follows:

Exam (30%) – Taken on computer in-class mid-semester. The exam covers all material from the assigned readings, lectures, and in-class presentations up to that point. 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 during office hours.

Project Presentation (10%) – We read about several community-based development projects. Each of these projects has a unique history, geographical context, and set of strengths and weaknesses. Near the beginning of the course, we will have a drawing to figure out which development project you will present. The date for these presentations is the same day we do the readings on your project. On the dates of your presentation, you will be given 15 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 short text assigned to everyone. It would be a good idea to read other works and even reach out to the organization via email or phone call with questions. Your presentations will be followed by a question and discussion period of approximately 15 minutes that you will not have to lead, but will be expected to play a significant role in. An unexcused absence on the date of your presentation will result in ZERO POINTS WITHOUT EXCEPTION. For an excused absence you will be expected to present your project at the next available opportunity. You should upload your presentation and a one-page summary of your presentation to SpartanLearn before presentation for your colleagues. These assignments will be shared with the class to use for exam review.

Development Project Notebook (50%) – Over the last half of the spring semester and during your time in Ghana you will produce a development project notebook documenting your community-based development project. This notebook should have an (I) executive summary, (II) literature review, (III) timeline and (IV) budget with justifications, (V) project diary with narrative and photos, (VI) proposed evaluation rubric,

and (VII) conclusion that documents the lessons learned from the project in essay format. A detailed description of the content and expectations of each of these sections is available to you on the course SpartanLearn site in the form of a rubric. We will also 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 counts for two-fifths of your grade and will be evaluated as such. This means I am looking for intellectual curiosity, thoughtfulness, thoroughness, and quality writing and presentation. Completed Development Project Notebooks are due the last day of class. After that time, Notebooks will be accepted without late penalty through the end of May. By June, unexcused late notebooks will be penalized at a rate of 10 percent per day.

Participation (10%) – In Tampa, participation means showing up to class. Occasional absences happen, but this class has only fourteen meetings. Missing more than two will draw a participation penalty. One point will be deducted from your 10 participation points for each absence beginning at missed class number three. It also means having read the assigned material and being ready to discuss it. As a class we will use Perusal which scores student comments and engagement with the assigned texts. There are 7 Perusal assignments scored on a 0-to-3-point scale. If you collect two-thirds or more of the available Perusal points (14/21), you will lose no participation points. A reduction of your participation grade by one point occurs for Perusal scores less than 14. An additional point is deducted for each point of deficit. Since it will be a poor reflection not only on you but the class and its future renditions, failure to participate fully in your development project in Ghana will also draw a penalty. You are expected to both show up to the experiences designed for you in Ghana and to be an active learner. If you do so you will not lose participation points and if you do not you will. 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 not only the 10 percent participation points but fail the course.

Important Due Dates:

Exam	Tuesday 25 March
Development Project Notebook	Friday 23 May
Project Presentation	variable as assigned
Participation	all semester and during Ghana travel

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 and above
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

*Numbers round up at .5 and above. They round down below .5.

Required Texts:

☞ Article or chapter available through Perusall.

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 SpartanLearn.

Week 1 Introduction

January 21 Readings: ☞ syllabus and ☞ Perusall

Week 2 Community-Based Development and You

January 28 Readings: ☞ Mansuri, Ghazala and Vijayendra Rao. 2004. "Community-Based and -Driven Development: A Critical Review." *The World Bank Research Observer* 19 (1): 1-39; ☞ Miles, William F.S. 2009. "Bulls, Goats, and Pedagogy: Engaging Students in Overseas Development Aid." *PS, Political Science and Politics* 42 (1): 181-187; and ☞ Biddle, Pippa. 2014. "The Problem with Little White Girls, Boys, and Voluntourism." *Huffington Post*.

Week 3 Sustainable Development Goals in Ghana

February 4 Readings: ☞ Dagunga, Gilbert, Michael Ayamga, and Gideon Danso-Abbeam. 2021. "A Re-Look at Poverty through the Lens of the Sustainable Development Goals in Ghana: Drivers and Policy Implications." *Journal of Poverty* 26 (6): 499-519.

Week 4 Community-Based Development Projects: Health (SHE Project, CGIAR International Potato Center, Deworm the World Initiative)

February 11 Readings: ☞ **SHE Project** [Clifford, Catherine. 2016. "Why this Harvard grad has spent a decade making maxi pads out of banana fibers." CNBC, 4 September.]; ☞ **CGIAR International Potato Center** [Kinver, Mark. 2016. "Sweet potato Vitamin A research wins World Food Prize." *BBC News*, 13 October.]; ☞ **Deworm the World Initiative** [Powers, Shawn. 2012. "Deworming: A Best Buy for Development." *J-PAL Policy Bulletin*. March.].

Week 5
February 18 Community-Based Development Projects: Wealth (Trashy Bags, Spark MicroGrants, No Lean Season)
Readings: 📖 **Trashy Bags** [Hermann, Vanessa and Hervé Gogua. 2012. “Trashy Bags.” *DW*, 2 May.]; 📖 **Spark MicroGrants** [Adams, Susan. 2011. “Saving the World on a Shoestring: Spark MicroGrants.” *Forbes*, 11 July.]; and 📖 **No Lean Season** [Aizenman, Nurith. 2017. “Want to Help Someone in a Poor Village? Give Them a Bus Ticket Out.” *NPR: Goats and Soda*, 28 December.].

Week 6
February 25 Community-Based Development Projects: Education (Theatre of the Oppressed, Twende, SAVAMA-DCI)
Readings: 📖 **Theatre of the Oppressed** [Robinson, Andrew. 2016. “Augusto Boal: Theatre of the Oppressed.” *Ceasefire Magazine*, 29 March.]; and 📖 **Twende** [Crellin, Olivia. 2018. “The African invention school inspired by bike parts.” *BBC News*, 24 July.]; and 📖 **SAVAMA-DCI** [Kitongo, Gertrude. 2022. “Google becomes home to priceless Timbuktu manuscripts.” *CNN*, 11 May.].

Week 7
March 4 Project Preparation I

***** Spring Break *****

Week 8
March 18 Africa Works? & Alumni Q&A
Readings: 📖 Chabal, Patrick and Jean-Pascal Daloz. 1999. *Africa Works: Disorder as Political Instrument* (Indiana University Press: Bloomington, IN): 141-163.

Week 9
March 25 **Exam**

Week 10
April 1 Project Preparation II

Week 11
April 8 Project Preparation III

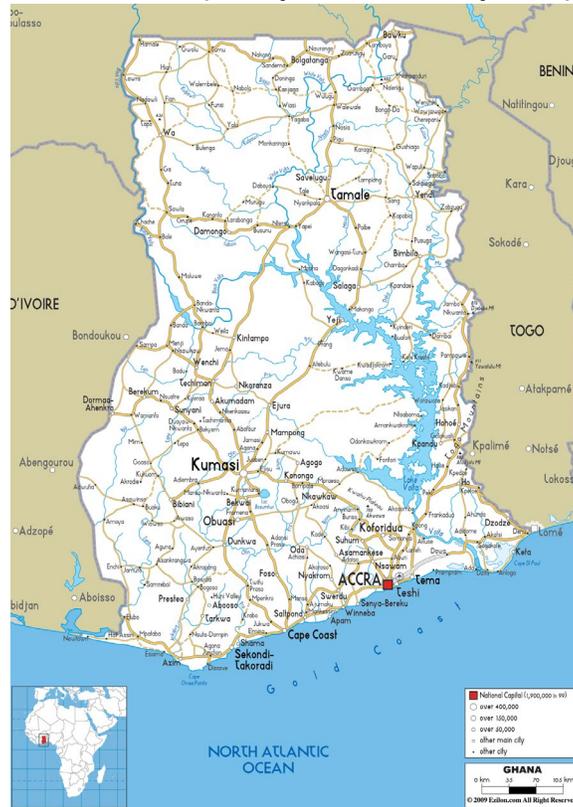
Week 12
April 15 Project Preparation IV

Week 13
April 22 Project Preparation V

Week 14
April 29 Project Preparation VI

***** Development Project Notebook due Friday 23 May *****

Ghana Travel (6 May 2024 – 20 May 2024)



Tentative Itinerary¹

- 11 May: Depart Tampa
- 12 May: Arrive in Accra and quick city tour
- 13 May: Travel to Bolgatanga
- 14 May: Home visits in Nabdam and community welcome
- 15-19 May: Work on Community Development Projects in Nabdam District
- 20 May: Depart Bolgatanga for Mole
- 21 May: Depart Mole for Accra
- 22 May: Tourism day in Accra
- 23 May: Depart for the US
- 24 May: Arrive Tampa

Tentative Lodging List¹

- Accra (Ampomaah Hotel Accra)
- Bolgatanga (Azonsolum Guesthouse)
- Mole (Mole Motel)

¹ This itinerary is as it stands in early January. For a number of reasons, changes happen occasionally between January and travel in May. Changes will be announced and efforts will be made to make them negligible.

UT Policies:

There are a number of policies that apply to every course taken at UT. These include policies on syllabus alterations, Title IX and reporting of sexual misconduct, ADA compliance, campus closure, academic integrity, attendance, and classroom disruptions. You should familiarize yourself with them all, both required and recommended. Each of these policies is in effect for this course. In lieu of replicating them all here, below is a link where you can read the most updated policies in their entirety.

<https://www.ut.edu/academics/center-for-teaching-and-learning/required-syllabus-disclosures>

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 policies and practices designed to help you make the most out of the course and improve the classroom experience for both of us.

DO take care of your mental health – There is a mental health crisis among college students. A recent study observed 44% of students reported feeling symptoms of depression, 37% reported anxiety disorders, and 15% reported having seriously considered suicide in the past year.² If at some point during your time at UTampa you begin to feel 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 discuss problems you are having with course content, but most of us are not trained mental health professionals. There are, however, dedicated mental health counselors available to you through UTampa’s Health and Counseling Center located in the Dickey Health and Wellness Center directly behind Austin Hall. The best time to deal with mental health issues is when they arise and not after your personal and academic life have hit rock bottom. The Health Center’s email is counseling@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 833-755-0484 (outside of business hours for emergencies).

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 thoughtfully – This classroom is a collaborative learning environment that necessitates regular, in-person attendance. 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

² Kim North Shine, “College Students’ Anxiety, Depression Higher than Ever, but so Are Efforts to Receive Care,” University of Michigan News, March 9, 2023, <https://news.umich.edu/college-students-anxiety-depression-higher-than-ever-but-so-are-efforts-to-receive-care/>.

not on exams.³ 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 anymore. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills.⁴ For these reasons, ongoing remote or hybrid attendance for individual students is incompatible with this course's curriculum.

DO take responsibility for missed classes – There are an infinite number of reasons students miss class. On exam and presentation days, you owe me an excuse if you want to avoid a late penalty. For all other class days, you do not need to ask permission to miss, nor do you owe me an explanation. You do not even need to send me an email explaining your absence. The lectures and discussions you miss, however, are testable material that may show up on an exam. I do NOT provide individualized make-up lectures to students who miss a class. It is not unusual for a handful of students to miss each class and the expectation that each will receive a personalized lecture is unreasonable. I do NOT answer questions similar to “did I miss anything important?” Answering such questions implies that a two-hour lecture/discussion can be boiled down into an email or a few-minute recitation and gives the false impression to many students that content not covered in the recap will not be on the exam. What should you do if you miss a class? First, don't make it a habit. Every semester a few students miss more than an occasional class and it rarely works out well for them grade-wise. You get a handful of dropped participation grades, but the supply is not limitless. Second, make connections with your colleagues, especially those who take good notes. When you miss, ask them to share. If you expect your colleagues to be helpful in times of need, it behooves you to return the favor. Do the readings, go through the Powerpoint slides I upload as a courtesy to students and your colleague's notes, and write down any questions you have about the content therein. Feel free to drop by during office hours to ask those questions.

DO know the university policy on “excused” absences – I do not take roll so the only time you need an excused absence is when there is an exam or required meeting. The UT catalog has a detailed section on excused absences. It falls under the heading “Class Attendance and Participation” in the Academic Policies and Procedures section. There are no excuses for late SpartanLearn submitted assignments. You know about them well in advance and a last-minute issue should not affect your ability to turn in the assignment. Excuses for missed exams, presentations, or meetings are granted following university procedures. 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 usually 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. Be thorough with this documentation as the burden of proving an absence is excusable falls on the student. For each assignment listed in this syllabus, there is a policy regarding late penalties and dropped grades. 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. Participation grades come with a generous drop policy. Students can miss a week and a half of classes and even if they are unlucky and there are participation checks on all those days, earn a perfect score in participation. Due to this fact, there are no make-ups and excuses are unnecessary.

³ Alice S. N. Kim et al., “Understanding the Impact of Attendance and Participation on Academic Achievement,” *Scholarship of Teaching and Learning in Psychology* 6, no. 4 (2020): 272–84, <https://doi.org/10.1037/stl0000151>.

⁴ Katy Y. Y. Tam, Wijnand A. P. Van Tilburg, and Christian S. Chan, “Whatever Will Bore, Will Bore: The Mere Anticipation of Boredom Exacerbates Its Occurrence in Lectures,” *British Journal of Educational Psychology* 93, no. 1 (2023): 198–210, <https://doi.org/10.1111/bjep.12549>.

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 office hours. I keep at least 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 use your laptop or telephone in class – Research consistently shows that students who use electronic devices in the classroom are more distracted and distract those around them.⁵ To help combat the temptation for distraction, laptops and telephones should be stored out of sight during class time. Individual exceptions to this policy are rare, require more than a preference for digital notetaking, and must be pre-approved by the professor. Exception requests must be made in writing no later than the end of the first month of the semester or within a week of a change in your status. In an emergency or if directed to do so as part of a classroom assignment, this rule is suspended.

DO NOT offload your education to AI - You may use AI chatbots to help brainstorm an idea or check your grammar. You should note, however, that the material generated by these programs may be inaccurate, incomplete, plagiarized, or otherwise problematic. Overuse of AI will also stifle your own independent thinking, creativity, and development as a scholar. You may NOT submit any work generated by an AI chatbot as your own. If you include material generated by AI, it should be quoted and cited like any other reference material. Uncited material that reads like it was written by AI will receive no credit.⁶

DO NOT video or audio record class without permission – Because of the chilling effect it may have on class discussions, as a rule I do not want students audio/video recording the class. If, for documented reasons of accessibility, your learning will be negatively impacted by this policy it may be waived by professor permission. Ask. In cases where permission is granted, any recordings permitted in this class can only be used for the student’s personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA, as well as certain copyright laws. Any recordings made by the professor or university for this course are the property of the professor and/or the university.⁷

DO NOT send me an email unless it’s absolutely necessary – With several classes and nearly 100 students a semester emails are a burden. If even ten percent of students decide this rule does not apply to them, my Inbox will be full in no time with business better dealt with offline. While I know email seems convenient from the student point of view because it is more instantly gratifying and relatively labor free, I have found the method of communication a poor way to convey the complex concepts we deal with in class and for general points of inquiry it is inefficient as emails regularly get lost in my Inbox. So how can you decide if an email must be sent to me? I would encourage you to ask yourself the following three questions:

- 1) Can I find the answer on the syllabus, in a text, or online?

⁵ Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25, no. 6 (June 1, 2014): 1159–68, <https://doi.org/10.1177/0956797614524581>.

⁶ Adapted from <https://x.com/HollyLynchez/status/1614980625374580738>

⁷ Adapted from

https://teaching.temple.edu/sites/teaching/files/resource/pdf/Statement%20on%20recordings_netiquette.pdf

2) Is it something one of my colleagues in class can answer?

3) Can it wait until next class or office hours?

If you answer any of these questions in the affirmative, PLEASE fight against the temptation to hit send. If you answer all of the questions in the negative, feel free to send the email. Make sure, however, to send it from your @spartans.ut.edu email account and keep in mind that I don't check email every day.

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 are on the exam. Anything in the readings, lectures, or discussions is fair game for an exam. Things covered extensively across readings, lectures, and discussions are more likely to show up on the exam.

DO NOT ask for extra credit – Rarely do 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 initiates the request. Giving out extra credit opportunities to select students makes grades for the course an unreliable measure of student success and your goal should be to master the material assigned on the syllabus.

DO understand what your grade represents – I assume all students who enter my class want to take away a greater understanding of the slice of the world we are studying and that the grade they receive is but a formal, and somewhat abstract and imprecise, reflection of the knowledge they have gained. The average student in my courses typically earns a B (3.0). Grades represent 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, but several do. 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 Political Science. I have given failing marks to students whom I think are wonderful people and given A grades to students of whom I am not so fond. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

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 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 two weeks after your grade is submitted to SpartanLearn to file a complaint and 2) You must submit in writing (*typed* and *printed* out) a detailed 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 university Grade Appeal procedure.

Do understand that Passports, Visas, Air Tickets, 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. Though I am happy to help with the visa application and give advice on how to find a vaccination site, ultimately it is your responsibility to make sure you have these items in hand before travel. Airfare to and from Accra is also your responsibility and should be purchased soon to insure availability during the time windows and lock in a price. Failure

to obtain these items 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 on 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.

Do comport yourself with respect and dignity abroad – We will be in Ghana for two weeks under sometimes unfamiliar 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 your personal standards. Ghanaian cultures are different from yours in many ways and you will likely encounter bathrooms and food which seem odd to you and social situations which seem awkward because of differences in language and customs. 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 to act with maturity, be adaptable, and respect the faculty advisors as extensions of the University of Tampa in Ghana.