

Course Syllabus for ISEP

Accra, Ghana

Strategies for Social Development

COURSE INFORMATION

Department of Social Work | 3 credits | lower division | 45 contact hours

Professor: Dr. F Akosua Agyemang | Email: ak.agyemang@hotmail.com
(Ph.D, MPhil, BA Social Work)

READINGS

Copies available on site

Davis, G. (2004). A History of the Social Development Network in the World Bank: 1973-2002.

Washington D.C.: The World Bank. Social Development Papers; Paper No. 56.

Kreitzer, L. (2012). Social Work in Africa. Exploring Culturally Relevant Education and Practice in Ghana.

Midgley, J., & Conley, A. (Eds.). (2010). *Social work and social development: Theories and skills for developmental social work*. Oxford University Press.

Midgley, J. (1995). Social development: The developmental perspective in social welfare. London: Sage Publications Ltd.

Osei-Hwedie, K. (1995). A search for legitimate social development education and practice models for Africa. New York: The Edwin Mellen Press.

United Nations (2014). Sustaining Progress: Reducing Vulnerabilities and Building Resilience. Human Development Report by the United Nations Development Programme (UNDP). New York: United Nations

Note:

Additional readings will be provided in the course of the semester. Students are encouraged to read widely on the topics discussed in class from other relevant books and articles not listed in this syllabus.

COURSE DESCRIPTION

This course is intended to help students understand various strategies employed to achieve social development. Strategies for social development involve complex processes, and while some may be effective, other strategies may be ineffective. The course will explore a number of these strategies, provide students with some capacity to appraise the roles of development organizations in the development processes, and assess the intent and consequences of international aid. It examines major social issues, emphasizes the social consequences of globalization, North/ South power relations and structural adjustment programs. It analyses the dynamic relationship between social issues and development.

The course explores differences between effective and ineffective strategies for social and community development. It examines the context of development in Ghana, the role of NGOs and government agencies and relationships between the two sectors. Additionally, it focuses on a cross- section of

strategies employed by government agencies and the NGO sector in areas of reproductive health, food security and poverty alleviation and community development.

COURSE OBJECTIVES

The main objective of this course is to enable students to identify and critically assess diverse strategies for social development both on the international and local scenes. Specifically, at the end of the course, students will be expected to:

- Demonstrate an understanding of social development as a concept;
- Demonstrate an understanding of social development strategies;
- Develop an ability to appraise the roles of development organizations in social development processes;
- Assess the intent and consequences of international aid.
- Develop an understanding and be responsive to the problems and policies relating to social development.

STUDENT LEARNING OUTCOMES

At the end of the course, students will be expected to:

- Be able to articulate an understanding of social development strategies by individuals, communities and governments (using examples of education, gender issues, etc.)
- Be able to use written communication to effectively describe the following concepts: Social Welfare, Social Development, Distorted Development and Aid;
- Be able to identify and describe current social development issues, problems and policies.

COURSE REQUIREMENTS

Students are required to attend lectures, read texts on the course and actively participate in class. This is an interactive course and therefore students are required to be present in class, as reading textbooks alone is not enough for successful completion of the course.

Assignments (If take home)

1. Assignments must be typed, double spaced and font must not be less than 12 points, pages must be numbered
2. Use legible font styles such as Times New Roman or Arial
3. Referencing must be accurate. All work cited must be properly referenced in the text and at the end of the document. Be consistent with format and style, preferably APA (see link: <https://owl.english.purdue.edu/owl/resource/560/01/>). Citations for direct quotes and paraphrasing must be provided. Plagiarism will not be tolerated
4. Use headings and sub-headings to identify sections.
5. Avoid jargons, acronyms must be written in full. Sentences must be clear, and grammatically correct.
6. Proof read for typographical errors before submitting.
7. Even if content is excellent, points will be deducted if information is not academically well presented as detailed above.

Teaching and Learning Method

In order to maximize learning opportunities for students, instruction will be interactive and will be through lectures, case studies, discussions, movies/documentaries, field/community visits. The active involvement

of students will be required. Students are expected to come up with questions for discussion and to provide insightful comments. Students are also expected to share useful personal or work related experiences.

GRADING CRITERIA

Attendance	5%
Class participation	10%
Assignment	15%
Field reports	40%
Project presentations	30%

GRADE SCALE

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-00

CLASS POLICIES

You are advised to strictly adhere to the following policies:

1. Doors will be locked as soon as its 9:30am, and the lecturer enters the class.
2. All phones **must** be switched off, put on silence or noiseless vibration. Making/receiving calls or texting is strongly discouraged. You can walk out of the class to attend to emergency calls.
3. You **cannot** miss class more than twice. If you miss class more than twice without a tangible excuse, 10 points will be deducted from your overall grade for internal assessment.
4. The class will be an **interactive** one. Therefore, students are advised to read before class and be willing to participate in class discussions.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, submitting work of another person or work previously used and other forms of academic dishonesty will lead to lowered course grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

STATEMENT ON AUDIO AND VIDEO RECORDING

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by USAC policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

DISABILITY POLICY

University of Ghana supports providing equal access for students with disabilities. If you have a disability and will be requiring assistance, please contact me or the USAC office asap. Every effort will be made to accommodate students with disabilities or special learning needs. If you have a documented disability for which you have already requested accommodations through the USAC

NOTE: Students are required to treat each other with respect, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, ability or social role.

TOPICS/WEEKLY SCHEDULE

1. Understanding Social Development
 - The concept of social development and welfare
 - Approaches for promoting social welfare
 - The social development approach
 - The need for social development

2. Community entry, mobilization and organization
3. Indicators/Indices of Social Development
4. Sustainable Development Goals (SDGs, International Aid)
5. Social development by governments, individuals and communities

6. Women, Gender and Social Development
 - Gender and family issues in Ghana/Africa
 - Major issues confronting women in Africa/Ghana
 - Cultural practices (FGM, Trokosi, Widowhood)
 - Measures to eradicate the practice

7. Mobilization and participation for social development (Field visits/tours)
8. Education as a strategy for social development
9. Health as a strategy for social development (Sanitation)
10. Poverty alleviation as a strategy for social development

11. NGOs and Development organizations/ Donor Agencies
 - Activities undertaken by NGOs
 - Relationship between NGOs and governmental agencies
 - Funding issues and challenges confronting NGOs today

FIELD REPORTS

The field practicum is an integral component of the course. It provides an important opportunity for practical learning. It provides students with a chance to see how social service and social development agencies work and to apply and to apply the theory they have learnt to practice in the field.

This experience usually has a major impact on students, helping them to find their identity as social workers and to choose what aspect of the profession they will like to enter. It is important for their remaining year of training as they can relate the experiences they remember to the new things they

learn. They can also make a contribution to the learning of each other through sharing their experiences. Students are therefore required to write a report of 8-10 pages, typed about the agency, service/activities, operational procedures and lessons learnt.

PROJECT: This will be a summary of activities carried out each week on the field. These would be presented and discussed in class and will be assessed for grading.