



## Research Methods and Ethics

ANTH-3500 (3 Credits / 45 class hours)

SIT Study Abroad Program:  
Peru: Indigenous Peoples and Globalization

**PLEASE NOTE:** This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### Course Description

This course on Research Methods and Ethics (RME) is the cornerstone of the semester. The course will provide the necessary conceptual and methodological tools for the formulation and development of fieldwork (Independent Study Project, ISP) in Peru. The RME course seeks to integrate academic and cultural learning with the fieldwork that the students will develop.

This course also seeks to encourage students to engage in critical reflection on what permits one to live and study in a culture so distinctly different from their own. This intercultural competency is expected to develop throughout the various experiences and exchanges of the program, and is an essential element in developing the ISP.

Emphasis will be placed on fieldwork and developing tools such as participant observation, structured and unstructured interviews, and mapping. The course will also address the ethical dimensions of research from an intercultural perspective. Another important aspect of the course is support in designing the ISP from the formulation of the research problem, to planning and implementation of the research, and finally analysis of field research data.

### Course Objectives

The main objectives of this course are:

- To provide basic tools for field research: participant observation, interviews, and mapping
- To instill in students the importance of ethical considerations when designing and carrying out research
- To familiarize students with the use of field notes
- To provide space for reflection on the complex dimension of ethics in fieldwork
- To provide spaces for intercultural reflection in class discussions as well as in field excursions and daily student life

## **Expected Outcomes**

By the end of the course, students should be able to do the following:

- Define and implement methodological tools that will enable the student to gather appropriate data for their field research
- Design an ethically sound and culturally appropriate research project within the local context
- Identify salient research topics and develop appropriate research questions
- Demonstrate awareness of the importance of ethical considerations in conducting fieldwork/research

## **Course Content & Program Calendar**

### **RME 1: Location: Urubamba**

Reflection about indigenous peoples and globalization  
Who are indigenous peoples?  
What is globalization?  
Globalization, indigenous peoples and research: critical global issues  
Debriefing

### **RME 2: Location: Urubamba**

The ISP  
A full overview of our semester's project

### **RME 3: Location: Cuzco**

Critical reading  
Quoting  
Choosing the subject of my ISP  
The title

### **RME 4: Location: Cuzco**

The field journal  
Participant observation

### **RME 5, 6, 7, 8: Location: Communities of Puerto Maldonado**

Field work in an intercultural context

### **RME 9: Location: Puerto Maldonado**

Reflection session about the Amazonian world, community visits, and field work

### **RME 10: Location: Cuzco**

Identifying the problem  
The research question

### **RME 11: Location: Cuzco**

The interview

### **RME 12: Location: Cuzco**

The justification of the topic  
The objectives  
Ethics

**RME 13, 14, 15: Location: Taquile Island**

Field work in an intercultural context  
Participant observation and interviews

**RME 16: Location: Puno**

Reflection session about the Andean world, community visits and field work

**RME 17: Location: Colca**

Debriefing of personal experience in Taquile

**RME 18: Location: Cuzco**

The status of the issue  
Theoretical and conceptual frame

**RME 19: Location: Cuzco**

The universe of study  
Research techniques and tools  
The bibliography  
The schedule  
The budget  
The index

**RME 20: Location: Lima**

Reflection session

**RME Final: Location: Cuzco**

Submission of research proposal ISP for IRB  
Forms: Contact, ISP location, etc.  
Final consultation prior to ISP

*The academic director and program assistant will meet with students individually to strengthen the student's RME learning experience as well as to assist students in defining their ISP topic and advisor.*

## **Course Requirements**

### **Readings**

You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, Calif: Sage Publications.

Glesne, C. (2006). *Becoming qualitative researchers: An introduction*. Boston: Pearson/Allyn & Bacon.

Hernández, S. R., Fernández, C. C., & Baptista, L. P. (2006). *Metodología de la investigación*. México: McGraw-Hill.

## **Student Evaluation and Grading Criteria**

### **Assignments**

Research Proposal	35%
Three exercises	30%
Field notes	15%
Participation	20%

Exercises include the application of diverse research tools and vary according to reinforcement needs and interest.

### **Grading Scales and Criteria**

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, and the ability to take into account and assimilate the academic director's and the teachers' advice in assessing the work done. An "A" letter grade reflects exceptional work and perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well argued paper. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

**Please see the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**