Course Overview
Research Methods and Ethics is designed for the purposes of enabling students to understand field-based learning techniques, critical ethical issues involved in the research process and design, and the requisite knowledge and skills to effectively carry out mentored-independent research in South Africa. In order to be successful as independent investigators, it is crucial that students learn to negotiate the local cultural norms and expectations, seek answers to questions that arise, triangulate them against other sources, and learn to be reflexive throughout the research process. Fieldwork carries a number ethical responsibilities on the part of the researcher that include both methodological norms for ensuring ethically sound research as well as recognizing that fieldwork in contextual, relational, and requires one to recognize how power asymmetries impact how one situates him/herself in the process. By enabling students to learn effectively from their intercultural experiences, this course underlies and reinforces all other program components. Many aspects of it are not taught by the primary facilitator in formal sessions, making it a less-visible yet constant presence throughout the semester. As its substantive end-point, this process facilitates the development and realization of an in-depth Independent Study Project (ISP) based substantially on information obtained from primary sources. The whole process introduces students to resources, and will deal with the cultural and logistical considerations involved in doing an ISP in South Africa.

Objectives
- To become aware of experience-based learning processes outside an institutional structure, and to develop confidence and initiative in learning from experience;
- To learn the necessity and practice of cross-cultural sensitivity and the need for culturally appropriate research;
- To learn ethical norms of field-based research methods and to critically examine the ways in which ethics, power, politics, position, and inequality shape one’s approach to working in the context of South Africa;
- To become practiced in using basic social science research methodologies, including in-depth interviewing, and participant and non-participant observation, in an ethical manner;

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• To select an ISP topic and investigation methodology that are realistic within the constraints of time and resources, ethical in terms of local relationships, and capable of yielding interesting, fresh perspectives on South Africa.

**Expected Outcomes**
By the end of the course, students should have attained the following:
• The ability and readiness to engage in a one-month mentored research project on a chosen topic in South Africa;
• The capacity to apply ethical research norms to a chosen methodology, and think critically and reflexively during the research process;
• The ability to consider broader ethical issues and responsibilities from a post-colonial and reflexive perspective in the context of conducting a research project in South Africa;
• Demonstrable knowledge of the core social science methodologies and the ability to apply them to one’s topic;
• The ability to choose a research topic for study, refine its scope, execute it, and produce a substantial document based on four weeks of field experience.

**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.


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PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Research Methods and Ethics Assignments
Students are expected to prepare for, attend, and participate fully in all lectures, discussions, activities, and excursions—including 1-on-1s. Students participate in discussions and exercises intended to break down stereotypes and sensitize students to the values they assign to behaviours or customs based on their cultural heritage and socialization. Emphasis is placed on grappling with living and researching in a culture and context different to one’s own; as well as recording, interpreting, and analyzing information from primary sources within this new context. All assignments are evaluated according to organization, analytical quality, and depth of understanding, argumentation and presentation of evidence. Timely completion of all assignments is expected. Late hand-ins will be penalized. The Research Methods and Ethics coordinator assigns all grades in consultation with the Academic Director.

Critical incident - D.I.E Assignments 15%
School Visits Paper 10%
NGO Paper 10%
Rural Methodology Paper 25%
Rural Methodology Presentation 5%
ISP Proposal 25%
Participation 10%

Critical Incident – The ‘D-I-E’ (Describe, Interpret, Evaluate)

Objectives
• To deliberately and thoughtfully analyze a real life situation that challenged your cross-cultural skills and understanding of new contexts in which you find yourself;
• To provide practice in documenting an important learning experience by separating out your description, interpretation, and evaluation of it;
• To gain self-awareness of learned cultural biases;
• To begin to understand the sometimes subtle differences and the similarities between South African and American ‘culture’;
• To examine a particular experience and apply lessons learned to your learning in the future.

For this assignment you will need to analyze one particular situation in which found yourself since arriving in South Africa. It should be an incident that you have experienced that caused a “shift” in your understanding of the culture, or of yourself in relation to the culture. The incident that you choose to describe may be a positive experience, a traumatic experience, a misunderstanding, or any moment when you made a “breakthrough” in your learning or understanding of South African culture. It may be something that didn’t seem very important at the time, but later you realized it was significant to your understanding in some way. There is no maximum or minimum length, but please be descriptive. Please make sure that your description is about one specific incident and not a general condition. Use the DIE methodology (explained below) to describe and analyze the situation. The DIE is a method that you might want to use in your reflective journal as it can be an effective method for critically describing and analyzing events.

Requirements

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Describe the event or incident as objectively as possible. What happened? Who was involved? Mention the people involved including their ages, sex, occupation, attitudes, nature of involvement in the incident, relationships to you, to each other, etc. Provide any background information necessary for fully understanding the incident. This may include place, occasion, social contexts, time of day, weather, etc. Please limit description to the facts - what you heard, saw, smelled, tasted or touched. Also, describe as specifically as possible what you did in the situation. Describe how you reacted; your role in the situation in terms of what you felt and how you behaved. List your emotions or reactions chronologically.

Interpret the incident; put it in context. Why do you think it happened? Why did you feel or act in such a way (what triggered these emotions or reactions)? Hypothesize how and why your cultural understanding is different from a South African's. What assumptions were made and/or what differing values may have been involved? What were the cultural norms under which you or others operated? (The emotions are used as a tool for acknowledging a cultural difference). Try to explain the event based on what you believe has transpired. Then: Share your hypothesis with at least two different South African people (not staff members!) to gather their perspectives on their own culture. It is often easiest to ask someone who was not directly involved in the situation. They may laugh, become angry, click their tongue, this is what you want! Then listen to their interpretation of the event/interaction. Take notes and direct quotes from conversations and use them in your written assignment.

Evaluate your experience. Now what? What would you do differently if a similar situation presents itself to you? Why? How will you apply your learning in the future, for your stay in South Africa and/or when you return to the US? Consider those questions that have been raised for you as you have written this assignment and reflected on the incident including any insights you may now have concerning cross-cultural skills you may need or want to develop. (Do not limit yourself to those skills listed here but below are some ideas):

Important Skills for Cross Cultural Learning and Adaptation
Successfully adjusting to life in a foreign culture requires that you develop and use a variety of cross-cultural skills. Some of these may be skills you have already developed in other situations; some of them may be new to you. They include the following:

a. Information source development - the ability to use many information gathering skills such as observation, questioning associates and chance acquaintances, and listening with care.
b. Cultural understanding - awareness and understanding of the structure and the values, feelings, and attitudes of people and the ways these influence behaviour.
c. Interpersonal communication - in addition to listening well and speaking clearly, one must also be sensitive to non-verbal communication, i.e. the messages available from physical movements and gestures, facial expressions and the quality of face to face contact.
d. Commitment to persons and relationships - the ability to become deeply involved with people, to be able to give and inspire confidence, to care and take action with and for them in accordance with one's concerns.
e. Decision making - the ability to come to conclusions and take action in spite of inadequate, unreliable and conflicting information. In making decisions in cross-cultural setting a person must learn to trust feelings, searching for the best possible course of action or most valuable alternative.
f. Self-understanding - awareness of and insight into one's own learning processes, strengths, weaknesses, failures, prejudices, values, emotions, and goals.

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g. Self-reliance - independence, autonomy, resiliency, willingness to accept responsibility for one's own actions and education; receptiveness to new experiences and ideas, confidence in one's self and the ability to function independently and interdependently.

Assessment
The paper will be assessed in relation to: selection of appropriate cross-cultural incident; content and depth of description (with emphasis on objectivity); content and depth of interpretation/analysis; content and depth of evaluation/reflection; cross checking with two South Africans (use of direct quotes); and quality of writing (grammar, syntax, spelling and a clear, concise and engaging writing style).

Schools Visit Paper
Objectives
- To provide an opportunity to begin working with participant observation as a method of data collection
- To practice the process of collecting, analyzing, and presenting qualitative data
- To gain insight into challenges or obstacles encountered during fieldwork

Assignment
The schools visit day will provide you with an opportunity to experience the process of data collection through participant observation, as a key method used in ethnography. In groups of three or four, you will explore a research topic that you group will determine together. During your school visits you will take field notes, documenting your thoughts and observations independently. Research teams will then share field notes with the aim of identifying common themes. Each research team will submit one five-page paper which will include the following information:

- The research question determined by research team
- Basic information about schools visited
- Discussion of researchers first impressions of schools
- Discussion of the challenges or obstacles encountered by researchers
- Discussion of the key themes identified by researchers
- Presentation of findings in relation to original research question
- Discussion of what research team learned from this experience (i.e. what lessons were learned in this experience which will be applied to future research?)

NGO Visit Paper
Objectives
- To provide an opportunity to begin working with interviewing as a method of data collection
- To practice the process of collecting, analyzing, and presenting qualitative data
- To gain insight into challenges or obstacles encountered during field work

Assignment
The NGO visit day will provide you with an opportunity to experience the process of data collection through interviews. In pairs, you will identify a research topic, a research question, and prepare a brief interview schedule which you will use to guide interviews with NGO staff. Each partner must conduct at least one interview throughout the course of the day. Each research partnerships will submit one five-page paper which will include the following information:

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• The research topic
• The research question
• Basic information about NGOs visited
• Discussion of researchers first impressions of NGOs
• Discussion of the process of conducting interviews
• Discussion of the challenges or obstacles encountered
• Presentation of findings in relation to original research question
• Discussion of what research team learned from this experience (i.e. what lessons were learned in this experience which will be applied to future research?)

Rural Methodology Paper
Whilst in Tshabo you will have the opportunity to use some of methods of data collection you have been discussing, in order to gain hands-on experience in and knowledge of your host community. You may work in pairs for the field work, but all write-ups must be done independently. Please note this paper can be done electronically or may be very neatly hand written.

Objectives
• To encourage an appreciation for the realities of rural life, and how this differs from urban life;
• To provide more situations to practice Xhosa language and communication skills;
• To practice a field study methodologies, and other skills such as note-taking and data analysis;
• To work effectively to define, select and refine a topic; carry out data collection; write a report and make a short presentation on your findings;
• To enable you to tailor an assignment to suit your own interests and learning style;
• To gain insight into obstacles encountered when doing fieldwork.

Assignment
The rural excursion is your first extended experience in the field. Among other things it is an opportunity for you to put into practice all that you have learned, so far, about primary research. This assignment has been designed to focus your efforts on one aspect of this work: methodology. You need only choose one method to practice. Although you may gather some supplementary information by other means, try to focus on practicing one. Once in Tshabo you will determine a question to be answered using your chosen technique. Try to use many different sources and consider not only “facts”, but also people’s viewpoints and attitudes.

Suggestions for exploration
Physical Environment: Layout of the area, relationship of buildings and housing, significance of this vegetation, geography-principal physical features: rivers, roads, fields, sacred sites, tombs, etc.

Cultural Environment: Name of the community and meaning of the name; Important people: Places of interest; Taboos, rituals, spirituality, religion.

People: Family structure population: age breakdown, gender representations, ethnic groups, immigrants etc., gender roles, migration patterns; Traditional and modern values.

Economy: Primary occupations, economic indicators (expressions of wealth), organization of economic system: types of markets, goods available, external trade jobs/labor; sources of labor; Available technologies

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Ecology: Waste disposal (water, household trash, sewage); Natural resources of the area; Water sources and value; Relationship of people to the environment

Communication and transportation: Information dissemination in the community; Access to outside information; Primary transportation means, frequency of use, value placed on transportation means

Social: Community groups and organizations; Special events or activities - what, when, who, where, why; Leisure activities, sports, concept of “fun”; Children’s activities

Requirements
Each person will present a short (5 min) oral report to the group while at the rural debrief site, so that we can all learn something about the topic you chose to study. In this forum you will present your topic, the methodology chosen, your data and your conclusions (albeit after a brief and cursory analysis.) You will need to expand on the methodology section which will need to be submitted once back in Cape Town. The written paper should be about 3 pages, 12 point, double spacing. In your write-up, answer the following questions:

1. What field study methods did you use to conduct your research?
2. Why did you want to practice this particular methodology?
3. Briefly explain how you carried out your method?
4. What questions were you attempting to answer?
5. Who were your primary informants?
6. Did you use a translator? How did that work? What challenges did you encounter?
7. What were the principal problems you encountered while doing this project? Were you able to resolve these and how?
8. What ethical issues did you consider during your research period, and during write up?
9. Given what you know now, would you undertake the same project or a different one?
10. If you were to do this same study again, how would you do it differently?
11. If you did this study as an ISP i.e. over the course of a month what would you need to do in order to complete a successful project?
12. Did you learn anything else about doing field study?
13. What were your findings?

You MUST show critical reading and application of the Research Methods and Ethics texts in your course reader. For example if you are talking about the challenges of using a translator, refer to what Corinne Glesne has said about this in her book “Becoming Qualitative Researchers: An Introduction”.

Assessment
The methodology paper will be assessed in relation to: Content and depth of answers to the above questions; application of course readings; and your quality of writing (grammar, syntax, spelling and a clear, concise and engaging writing style).

ISP Presentation: Each person will present a short (5 -7 min) oral report to the group while at the rural debrief site, so that we can all learn something about the topic you chose to study. In this forum you will present your topic, the methodology chosen, your data and your conclusions (albeit after a brief and cursory analysis). You will need to expand on the methodology section which will need to be submitted once back in Cape Town.

Assessment
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Your presentation will be assessed based on how thoroughly and clearly you present your research. While you will be conducting research with a partner, presentations will be done individually.

**The ISP Proposal:** The ISP project proposal should provide a clear description of your intentions and expectations of the ISP you have chosen to pursue. The purpose of the project proposal is to help you clarify your own intentions and expectations of your field study project and to clearly communicate these points to others. A proposal helps you anticipate what you are going to do, and what possible problems may arise. A proposal also helps you to clearly define and refine your project ideas so that you end up with a discrete project that can be accomplished in the given amount of time. The ISP proposal also provides the Academic Director all the primary information necessary to further guide your project and to locate you in the case of an emergency. In an endeavour to uphold ethical standards, all SIT ISP proposals will be put before an Institutional Review Board (IRB). Research that exposes human subjects to the risk of unreasonable harm in any way shall not be allowed. No research shall expose participants to any risk that can be avoided without impairing the research design. The SIT IRB will comprise of the Academic Director and a local body of research experts. Please see the ISP Handbook for more information.

**Objectives**
The objective of completing an ISP Proposal is to outline a course of action for you for the independent study period which has been checked and approved by the Academic Director and a board of South African researchers. Another purpose of this assignment is to give you practice in writing a study proposal, a skill which will be invaluable if you choose to pursue graduate studies or further study opportunities, such as a Watson Fellowship or Fulbright Scholarship.

**Assignment**
The ISP Proposal is the most formally structured part of the ISP preparation process. You are to put together a professional document as if you were seriously submitting it for approval to a university review, or a funding board. Any research idea must go through a rigorous process of evaluation before it may become reality. Proposals generally follow a standard format that is both helpful to researcher (in organizing his/her thoughts) and reviewer (in determining whether the researcher has thoroughly thought out all important aspects of the proposed project).

It is understood that your finished ISP may differ substantially by the time it is turned in from how you described it in your proposal due to circumstances in the field. Although we want you to be flexible in your plans, you should now have a clear idea of what you want to do and how you expect to accomplish it.

**Requirements**
Organize your proposal under the following headings:

**Project Title**
Make your title as succinct (no more than 50 characters) and informative as possible. Where appropriate, include the name of the species you wish to study, and key words related to the subject. Avoid vague titles like “Economy of Greenmarket Square.” Be specific, e.g. “The effects of municipal support on the development of Greenmarket Square.”

**Project Summary/Abstract**
The first paragraph should include a statement if intent written in concise sentences. What you propose to study, the objectives of the study, your hypothesis and methodology. These are the most important elements of your proposal boiled down into a single paragraph. It should contain...
enough information for the reviewer to get an idea of what the project is about, but it should definitely not be long-winded. You should provide a rationale for further study or investigation. What can be gained from this study? Why is your project relevant? To whom is it relevant?

**Background to the study (Problem Statement)**
Reviewers of research proposals cannot be experts in every field. The second paragraph should provide important background information that will assist the reviewer in understanding why what you wish to study is important. In this paragraph review previous work in the field and provide a rationale for further study or investigation. Again, what can be gained from this study? Why is your project relevant? Include in this section a clear statement in which you explain the issue or question on which your project will hopefully shed some light. Begin with an broad explanation of the situation, and by the end of the statement focus on the specific problem that your project will address. Discuss of the primary themes to be explored in the ISP. This should introduce the main question behind your field study, and it should also discuss some of the subthemes and questions that you expect to investigate in the course of field studying the main question. The format of this portion of the proposal should be academically oriented, including a thesis statement and a clear development of your thinking on your ISP up to this point. One way to visualize this part of the proposal is to think of it as you would the introduction to the final paper you will eventually submit.

**Specific objectives**
The next paragraph should discuss your research topic in greater depth. What exactly is your hypothesis (if appropriate) or your proposed answer to the question presented above? We are looking for a question that when answered will increase our understanding of the bigger picture. Outline in this section how this will be true of your study. What kind of information will you be seeking – what questions will you try to answer – to get to the bottom of this larger question? For example, if we find a (e.g. hypothesis rejected) then we will know that… On the other hand, if we find b (e.g. hypothesis supported) then we will be able to conclude that…

**Literature review**
The literature review is a narrative summary and synthesis of the literature, which is relevant to your project. In many ways this section is like writing a traditional library research paper on your topic, using secondary sources such as books, journal articles, previous research projects and newspaper articles. A good literature review helps to set the context in which your current study exists. What information has already been gathered on your topic by other researchers? Is there statistical, factual or theoretical information that you need to introduce and clarify before starting your fieldwork? Basically, a literature review is a narrative, which discusses the literature that you have read in formulating your project, and how that literature influenced your thinking about the project. It will allow you to focus your study, ask intelligent questions and understand what the issues and problems are.

**Methods**
This is where you should discuss how you are going to carry out the project, and what methods you are going to use. Try to describe your project in as much detail as possible. It may help to write up a time-line so that you can begin to map out in your mind exactly what you are going to do. Be as specific as you can – what will you observe and why? Who will you interview and why? What questions will you ask and why?

**Resources Required**
What will you need for this project in terms of staff (translators, guides, research assistants, and advisors), equipment, travel expenses, room and board? Also list any bibliographical resources you intend to use.

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Project Calendar and Budget
Provide a broad outline of what you intend to do during the ISP month. This is helpful for assessing how much time you will need to allocate to the project's major phases (preparation, field work and analysis/write-up.) You will be given a stipend of R160/day for your own expenses. Think now about whether your project is going to include extra expenses such as extensive travel, hiring translators, material purchases, and typing and binding charges and so on. Regardless, it is always helpful to make out a budget to help you think about how you will spend your available funds.

Logistics/Site Approval
Provide an itinerary for the field study period. Remember no travel will be approved unless it is central to your research. This should be as specific as possible, including dates and places where you plan to conduct your field study. Please also provide us with any contact information that you have at this time for each location and date. If at any time we cannot contact you because you have failed to give us accurate and up-to-date information on your whereabouts, you may be subjected to penalties ranging from probation to dismissal from the program, depending on the severity of the situation.
Fill out the Site Approval and the itinerary sheets and submit it with your final proposal. Include:
- Study site(s) and dates
- Proposed route of travel
- Travel arrangements (taxi, flight, other vehicle, walking)
- Proposed room and board arrangements
- Communications (accessible by phone? fax? radio? letter? messenger?)

Assessment
You will be assessed on content and depth of each of the sections as carefully described above; as well as on quality of writing (grammar, syntax, spelling and a clear, concise and engaging writing style).

Participation: Criteria for assessment of participation are as follows:
- Attendance: promptness to class, and positive presence in class.
- Active listening: paying attention in class/during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes.
- Involvement in class discussions: either in small or large groups sharing knowledge and information, asking questions.
- Group accountability: participates as part of a group during field excursions and classes.
- Respect: culturally-appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Attendance at all seminars, field activities and individual discussions is mandatory unless indicated as optional on the schedule. Failure to attend, or repeated late arrival, will lower your grade substantially, if not jeopardize your standing in the program.
Please note that while strong participation on all the above matters will get you close to the full twenty points for this component of your grade, a failure to fully participate in any program activity, as determined by the Research Methods and Ethics Coordinator and Academic Director, is grounds not only for failure of the course, but also for academic and/or behavioral probation and other disciplinary action, up to and possibly including dismissal from the program. Many student grades between an A or a B, or a B and a C (or a C and worse) come down to the participation grade. Note that this is a component that the program takes seriously. Students

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fairly regularly earn participation grades as high as an A and as low as an F, and incoming students are advised to take note of the emphasis on positive participation as defined above.

**Grading Scale:** The grading scale for all classes is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>below 64</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grading Criteria**

All grades assigned will take into account the students’ special circumstances and challenges they face as foreign students. An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and taken into account.

**Program Calendar**

**Seminar 1:** Introduction to Research Methods and Ethics and the Philosophy of Research
Readings:
- Tanno & Jandt. Redefining the Other in multicultural Research

**Seminar 2:**
Seminar 6: Social Research Ethics & Design
Readings:

**Seminar 3:** Methods of Data Collection I: Observation vs. Participant Observation
Reading:

Brief for Schools Visit assignment
Seminar 4: Methods of Data Collection II: Introduction to Interviewing
Readings:
Brief for NGO visit assignment

Seminar 5: Methods of Data Collection III: Introduction to Focus Groups
Readings: TBD

Seminar 6 - 10: ISP Proposal Writing Workshops
Readings:

Course Methodology
Field-Based Activities
Field-based activities will be planned throughout the semester. Based on the philosophy of experiential learning, opportunities will be given to engage directly with South African cultures and available resources through homestays, excursions, interviews, observations and visits.

Individual Meetings with Academic Director and Program Manager
Individual meetings, both those scheduled by the Academic Director (AD) and at the student’s request, will take place with the Academic Director over the course of the semester. These meetings are designed to give space to process experiences individually with a local expert, and/or facilitate the formation, development and execution of the Independent Study Project.

Debriefing Sessions
There will be debriefings of major program events, including all the homestays, to share experiences with group members, to make sense of issues encountered, and to encourage reflection on how to relate new perspectives to current life-views.

Self-motivated Research Preparation Sessions
Students will be allocated time to find advisors and make contacts so as to enable them to test the viability of their projects and set up the framework of their projects.

Classroom Sessions
These occur throughout the semester and will address some of the unique problems and difficulties faced in the process of information-gathering and field study in South Africa. Through structured activities, readings, discussions, and assignments we will explore a number of social science field methodologies and consider their appropriateness for fieldwork in South Africa. The methodology for these sessions will be workshop based.

Student Expectations

Class Participation
Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals

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process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.