SIT Study Abroad
a program of World Learning

2013 Course Catalog
Field-based programs in more than 40 countries worldwide
Beyond Globalization
Reclaiming Nature, Culture, and Justice

Examine how the human consequences of development are being addressed to meet the challenge of maintaining a just and sustainable world, through this yearlong program.

Coursework

Issues in International Development Economics I and II
SDIS 3001 and 3002 / 8 credits / 120 hours
This course critically examines the concept of development from a variety of perspectives. It begins by examining basic concepts in international economics and the history and role of international institutions. The course then discusses the various phases of economic liberalization and related issues, such as international financial markets, debt relief, and structural adjustment programs, providing the framework and analytical tools necessary to examine and compare the particular issues in each country visited. The core of the course is organized around the history, politics, and economy of each of the countries, analyzing the plural proposals made by diverse groups and communities.

Ecology and Comparative Conservation Practices I and II
ECOL 3001 and 3002 / 8 credits / 120 hours
This course travels to a collection of the planet's diverse ecosystems (for example, tropical and temperate forests, coastal habitats, savannahs) and explores ways in which globalization and development forces are transforming landscapes and threatening the diversity of life within them. The course combines an introduction to the basic principles of ecology, exploring how ecological science is being used to identify and address global and local environmental problems. The course highlights different research tools and methods of ecological analyses and conservation science, touching on major fields in applied ecology such as conservation biology, systems ecology, political ecology, and agroecology. Multiple perspectives on ecological issues are gained through interaction with local stakeholders, conservation managers, policymakers, and researchers.

Anthropology Theory and Field Methods I and II
ANTH 3501 and 3502 / 8 credits / 120 hours
This course explores issues of globalization in reference to cultural values, beliefs, and behaviors. It facilitates critical understanding, not only of dependencies, inequalities, and negative ways in which cultures are affected by globalization, but also of local innovations, resistance, cultural regeneration, and interdependence. Emphasis is placed on ethnographic methods to enable students to learn from and with each person they meet. Examining the politics of knowledge and theoretical issues that underlie conventional research is part of this focus. Field visits supplemented with guest lectures, readings, cultural materials, and discussions contribute to the learning experience and provide the basis for individual and group projects.

Environmental Policy and Governance
ENVI 3000 / 4 credits / 60 hours
This interdisciplinary course investigates the complexity of environmental issues like climate change, consumerism, resource depletion, and pollution? By drawing on a diverse set of environmental philosophies, and by seeking out local voices from a diversity of places and perspectives, the course explores alternatives to industrial development from the fields of appropriate technology, sustainable agriculture, and environmental management.

Comparative Social Movements
ICHR 3000 / 4 credits / 60 hours
This course provides theoretical and historical background as well as analytical tools to better grasp the nature, scope, and impact of contemporary social movements around the globe, examining the growing linkages between and among local, national, and global movements and international advocacy organizations. The course focuses on the struggles of peasants, indigenous peoples, women, defenders of ecological spaces, and other groups, through interactions with communities and organizations. Students have the opportunity to interact with prominent protagonists of some of the most interesting and radical social movements in all of the countries visited.
Morocco
Arabic Language and Community Service

Rapidly learn or advance your spoken and written Arabic language skills through community service and full immersion in Moroccan culture.

Based in Rabat, this multifaceted program offers Modern Standard Arabic and Arabic writing courses, and a community service project with a local nongovernmental organization or community-based association. Classes are held at the prestigious Center for Cross Cultural Learning in the city’s centuries-old medina. Students at all levels—including beginners—learn how to write short papers in Arabic, process lectures in Arabic on different aspects of Moroccan life, and use resources in Arabic such as dictionaries, the Web, and the Arabic keyboard.

Field exercises outside the classroom include outings to souks, museums, monuments, and restaurants for language practice in diverse settings.

Students also practice their language skills while visiting historical sites, such as Meknès, Volubilis, and Fès, and while exploring small towns, such as Chefchaouen and Ouezzane, in the Rif Mountains. Students are exposed to rural life during a village stay in the region of Ouezzane and spend a day on the Mediterranean shore in Cabo Negro.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/MOI.
PROGRAM DURATION: 7 weeks (mid-June to late July)

PROGRAM BASE: Amman

HOMESTAYS: West Amman, 5–6 weeks; Bedouin homestay in the Badia desert area, 2–4 days. (Please visit the website for details on other accommodations during the program.)

PREREQUISITES: None

COURSEWORK

ARAB 1000: Beginning Modern Standard Arabic
9 credits / 135 class hours OR

ARAB 2000: Intermediate Modern Standard Arabic
9 credits / 135 class hours OR

ARAB 3000: Advanced Modern Standard Arabic and Media Arabic
9 credits / 135 class hours

Watch students on this program showcase their Arabic language skills on Jordan’s nationally televised morning show Yawm Jadeed (“New Day”), while discussing their experiences studying abroad with SIT at www.sit.edu/JOI.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/JOI.
Bolivia

Multiculturalism, Globalization, and Social Change

Explore how concepts of development and cultural identity are being creatively redefined in Bolivia, a country with 36 ethnic groups and the first indigenous president in South America.

Coursework

Lecturers are leaders of social movements and intellectuals from institutions such as the Democracy Center, Centro de Estudios Superiores Universitarios at the Universidad Mayor de San Simón, Mujeres Creando, and the Andean Information Network.

**Historical and Contemporary Social Change in Bolivia**

LACB 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. This course explores the struggles of decolonization in a country with some of the most well-organized social movements in the Americas. Topics include indigenous resistance to colonization; 1952 revolution and agrarian reform; labor, miners’, and campesino unions; military dictatorships; Bolivian feminist movements; the coca-growers movement against the US-waged war on drugs; the 2000 water and 2003 gas rebellions; and an analysis of current efforts under Evo Morales.

**Multiculturalism and Globalization in Bolivia**

LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. This course provides firsthand academic and experiential knowledge about the interplay between multiculturalism and globalization in the Plurinational State of Bolivia, a country with 36 ethnic groups and the largest indigenous population in Latin America. Students learn about Andean and Amazonian worldviews and how, through grassroots movements, indigenous communities are reclaiming their cultural identities and creatively responding to the pressures of an increasingly globalized world.

**Educational Excursions**

Students spend extensive time outside Cochabamba, including traveling to the tropical lowlands; the Andes altiplano; and El Alto, the largest indigenous city in Latin America. Locations include La Paz, Lake Titicaca, Tiwanaku, and Santa Cruz. Alternate locations in the tropical lowlands, Potosí, Sucre, and other sites are also feasible.

**Intensive Language Study: Spanish for the Social Sciences**

SPAN 2500-3500 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction strongly connected to social sciences. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further language practice during homestays, lectures, and field visits. Students already fluent in Spanish may study advanced Bolivian literature or Quechua in lieu of Spanish for an additional fee.

**Research Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; reciprocity with host communities; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours
Conducted in any approved location in Bolivia appropriate to the project. As an alternative to the standard field-based research project, students have the unique option of producing a documentary film or writing and publishing a children’s book on their selected topic, or engaging in creative and non-traditional research projects, including art, literature, music, dance, theater, radio, weaving, photography, and multimedia. Sample topic areas: film and social change; migration and family survival strategies; role of women in civil society; legacy of liberation theology today; globalization and water politics in Cochabamba; struggle between indigenous and multinational companies over environmental rights and the nationalization of natural resources; the struggle over land rights in indigenous communities; the integration of traditional and Western medicine; ethno-development and cultural change; application of educational reform; the effects of global warming on glaciers in the Andes.
China
Language, Cultures, and Ethnic Minorities

Explore China’s national language, Mandarin (Putonghua), and extraordinary cultural diversity in Yunnan Province with the option to earn up to 10 language credits in Chinese.

Coursework

Chinese Culture and Ethnic Minorities Seminar
ASIA 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine China’s cultural complexity and the important social, historical, and cultural factors shaping and sustaining China’s minority communities. Lecturers are drawn from institutions such as Yunnan Nationalities University, the Yunnan Arts Institute, the Yunnan Traditional Medicine Hospital, and the Lijiang Dongba Cultural Research Institute.

Seminar topics typically include:

History and Religions
China’s entry into the modern era and the development of the People’s Republic; political trends in modern China; Chinese foreign policy; China’s “open door” policy; influence of religion on Chinese culture; traditional religious systems of Yunnan’s minority nationalities; Confucianism; religious heritage of Daoism, Buddhism, Islam, and Christianity in Chinese society, past and present.

Social Issues and Humanities
Regions, provinces, and autonomous regions of China; recent economic reforms; the relationship between state and free-market economies; traditional Chinese medicine; taiji; social structures of daily life; women in the workplace; the Chinese family; China’s reproductive policy; HIV/AIDS prevention in Yunnan.

Minority Issues
Origins and classification of China’s ethnic peoples: government policies regarding minority nationalities; education and assimilation; oral and literary traditions; customs and indigenous spiritual practices; shamanistic heritage of the Naxi; reemergence of Dongba culture; matrilineal systems among the Moso; women’s issues among China’s minorities; influences of Bai and Tibetan culture in northwestern Yunnan; representation of China’s “peripheral peoples.”

Educational Excursions
Students are assigned a one-week Yunnan Exploration project, an empowering experience in negotiating travel to selected areas of Yunnan in small groups. The program also includes a two-week excursion to different minority regions, including the Bai areas of Dali and Shaxi, the ancient Naxi town of Lijiang, the Tibetan areas of northwestern Yunnan, and other seldom-visited communities.

Intensive Language Study: Mandarin
CHIN 1500–3500 / 6 credits / 90 class hours
Emphasis on developing speaking and comprehension skills as well as reading and writing skills through classroom learning, field instruction, and homework. Based on in-country evaluation, students are placed in appropriate language levels in small groups according to individual proficiency. Language instructors are certified in teaching Chinese as a foreign language and use a variety of interactive communication-based language-teaching techniques. An additional four language credits are available by pursuing further intensive language in lieu of the Independent Study Project. The language course has a very high teacher-to-student ratio.

Field Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in participant observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Yunnan Province or in another approved location appropriate to the project. Sample topic areas: social customs of minority groups; evolution of the free-market system; philosophy and practice of taiji; investigation of family and religious practices of the Hui; Naxi Dongba shamanic practices; textiles and handicrafts of the Miao (Hmong); the structure of the extended family in the context of family planning; domestic tourism and its impact on Dali and Lijiang; the role of civil society in environmental management; calligraphy and brushwork. Students may choose to pursue one month of additional language study for four additional language credits in lieu of the Independent Study Project.
Cuba

History, Culture, and Identity

Examine the layers of Cuba’s complex identity through the study of its vibrant culture and recent history.

Coursework*

Lectures are provided primarily by faculty from Unión de Escritores y Artistas de Cuba (UNEAC) who also serve as academic advisors during the Independent Study Project period.

Cuban History, Culture, and Identity
LACB 3000 and LACB 5000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides a framework for understanding contemporary Cuban identity from the standpoint of the country’s cultural, political, and intellectual history. In particular, the course explores the role of Cuba’s various ethnic groups as well as its religions and socioeconomic conditions, in addition to other selected topics and case studies. The course includes modules on Cuba’s recent history, identity formation, and urban architecture of Havana.

Popular Cuban Culture, Arts, and Cinema
LACB 3005 and LACB 5005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides the theoretical and conceptual tools for the study of arts and culture in Cuba. It uses samples of Cuban art, literature, architecture, dramaticurgy, music, and film as the backdrop to discuss and analyze the representation and narrative of the 1959 revolution. The course examines the importance of art in everyday life in Cuba by contextualizing the relationship between art and history, contemporary popular culture, and people. Students study the significance, functions, and impact of art in Cuba, while acquiring a related vocabulary and a set of analytical tools for discussing and understanding images.

Educational Excursions
Students have numerous opportunities to experience Cuba’s geographic and cultural diversity and physical beauty, particularly during program excursions. Excursions may include an exploration of the rural countryside in Las Terrazas as well as an opportunity to gain insight into the broad ethnic diversity of the Cuban people in Camagüey and Santiago de Cuba.

Intensive Language Study: Spanish for Social and Cultural Studies
SPAN 2000–3000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further practice during lectures and field visits. Students obtaining a level of superior or higher on the placement test (given during orientation) enroll in Guided Self-Instruction: Advanced Literature (GSI 4000 / 3 credits / 45 class hours).

Research Methods and Ethics
ANTH 3500 and ANTH 5500 / 3 credits / 45 class hours
This course provides students with the theoretical, conceptual, and practical tools for conducting field research in Cuba. In particular, the course instructs students on how to identify and implement an independent three- to four-week, field-based research project. Emphasis is placed on grappling with cultural differences, and on recording, interpreting, and analyzing information from primary sources. The concepts and skills developed in the course underlie and reinforce all other program components. The course begins with an initiation to field study techniques during orientation and continues throughout the program. In addition, the ethical implications and consequences of observations, discussions, field exercises, and interviews are examined throughout.

*Graduate students are eligible to apply to this program.
Culture and Development

Study current development trends in Ecuador, a remarkable country with great cultural and biological diversity.

Coursework

Culture and Development
LACB 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines historical and current sociocultural and economic development trends and related movements in the Ecuadorian context with a particular emphasis on the multicultural composition of Ecuadorian society. Lecturers for the course are drawn from institutions such as Universidad Andina Simón Bolívar, Universidad Intercultural Amawtay Wasi, FLACSO (Facultad Latinoamericana de Ciencias Sociales), Universidad Politécnica Salesiana, FACES (Fundación de Acción Comunitaria), Fundación Equidad, and Coordinadora Política de Mujeres Ecuatorianas.

Course topics typically include:

History, Politics, and Economics
History and archaeology of pre-Columbian cultures; the colonial period; the republican period including the liberal revolution; US policy in Ecuador; current Ecuadorian politics; land tenure and capitalism in Ecuador; agro-export model; import substitution industrialization model; neoliberal model; foreign debt and economic crisis; dollarization; migration and refugees; implications of the new constitution.

Indigenous Nationalities and Afro-Ecuadorian Peoples
Ethnic groups in Ecuador; history, worldview, and identity; cultural values and beliefs; music, art, and literature; political mobilization; access to health services; intercultural bilingual education; interculturality.

Environmental Issues, Geography, and Ecology
Ecosystems and life zones in Ecuador; agrarian monocultures; extractive industries; human ecology and resource management; nature as subject of rights; water as a strategic resource.

Development Issues and Civil Society
Economic models and coloniality of power; government; public health and education; development institutions and their role; women in development; grassroots organizations; community-based initiatives; small-scale development; sustainability; women’s movement; environmental movement; human rights; LGTBIQ activism; citizenships.

Educational Excursions
The program includes three major educational excursions: the cloud forest; the rainforest; and the central coastal region, including the city of Guayaquil. Students stay for several days in coastal villages and visit a settlement in the Amazon region.

Intensive Language Study: Spanish
SPAN 2000–3500 / 6 credits / 90 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice during home-stays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Ethnographic and anthropological perspectives; introduction to the Independent Study Project; cross-cultural adaptation and skills building; Workbook for Intercultural Dialogue; project selection and refinement; conceptual frameworks; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in approved locations in Ecuador. Sample topic areas: indigenous crafts and agriculture; role of women in the economy and society; export trade and the changing economic system; conservation efforts led by grassroots organizations; rural development; intercultural and public health; ecotourism; social services and educational case studies; Andean culture and worldview; ethnicity and identity; citizenship and interculturality.

Program Duration
Fall/Spring 15 weeks
Credits
16
Program Base
Quito
Language Study
Spanish, plus Kichwa
Homestays
Los Chillos, 4 weeks; Quito, 3 weeks
Other Accommodations
Hostels, guest houses, or small hotels
Independent Study Project
4 weeks
Prerequisites
Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Please note: This program will have credit distribution and/or other curriculum changes beginning in the fall 2013 semester. Please visit www.sit.edu/ECR for details.
France
Language, Community, and Social Change

Rapidly advance your French language skills through intensive language learning and close engagement with the community through a local service project.

Coursework

Intensive Language Study: French I–V
FREN 1500–3500 (Two 4-credit courses / 144 total class hours)
French courses range from the 1500–3500 level. Students take two four-credit French intensive courses (for a total of eight credits) during the first two months of the program at l’Institut Catholique (ICT), a French-accredited university.
Students are completely immersed in a dynamic French-speaking community. Emphasis is on field-based instruction, enabling students to function immediately in the host community and gain the linguistic instruments necessary to carry out academic work in French. Lively French classes rely heavily on student involvement and inquiry to develop each student’s responsibility in the language-learning process. Formal instruction focuses on linking classroom instruction with the backdrop of informal language learning in daily life. Students are placed in one of five levels based on in-country evaluation, including oral proficiency testing.

Language classes are held at the centrally located campus of ICT in the institute’s French as a Second Language department (IULCF). SIT students are in internationally mixed classes that offer diverse cultural perspectives. IULCF is recognized by the French Foreign Ministry for its excellence in instruction and is a chartered member of the National French as a Second Language Group (Groupement FLE). All IULCF instructors hold master’s or doctoral degrees and most have extensive experience working abroad with diverse international student bodies.

Students benefit from the overall infrastructure of the university, including the ICT library and student restaurant. They can attend ICT conferences and meet French students through sports and cultural clubs.

Community and Social Change Seminar
EURO 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted entirely in French with required readings and relevant educational excursions. The seminar explores contemporary France’s considerable diversity and complex postcolonial relationship with the Francophone world. Lecturers are drawn from institutions such as Toulouse Le Mirail University, Institut Science Théologie et Religions, Saliege College, and City Hall.
Seminar topics typically include Françafrique French and African relations; cultures urbanes; a historical and contemporary look at hip-hop culture in France and Toulouse since the 1980s; immigration in France: historical and current perspectives; religion in Europe; Islam in France; an overview of government institutions in Europe and France; economics in France and France’s nonprofit sector; French history and colonial history; and architectural visits of Toulouse.

Educational Excursions
Educational excursions provide additional context for language acquisition while exposing students to different regions and cultures within France. Excursion sites typically include medieval hillside villages and the prehistoric painted caves in Lot (spring semester) or Templar castles and cheese caves in Aveyron (fall semester). Students examine the role and place of agriculture in the French economy, the development of organic farming in France, and the alternative activities farmers have developed in recent years to protect their livelihoods.

Students also visit the Pyrénées Orientales on the Mediterranean Sea along the French-Spanish border. As part of the program, students spend 10 days living with a family in a rural setting. During the rural homestay, students work on a research project covering a culturally representative aspect of the location where they are living while further improving their language skills in a new location.

Community Service Project
PRAC 3000 / 4 credits / 60 hours
An independent field-based project giving students an opportunity to critically examine a topic, community, or situation related to social change in France. SIT’s broad network of individual and nonprofit organizations contacts form the basis for student placement. Examples of projects: supporting single mothers; gardening and animal tending in a community-based organic agriculture organization; volunteering in a local hip-hop arts group; mentoring at an after-school program in an immigrant neighborhood; working outdoors with an environmental nonprofit; supporting low-income or homeless individuals at food banks or discount grocery stores; working at re-use and recycling organizations. A successful project expands language immersion and community involvement while giving back to the student’s host community. Students must complete a final oral presentation and submit a seven- to ten-page paper written in French on their project.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/FRC.
Ghana/Benin

African Diasporas in Global Perspective

Examine migratory movements (forced and voluntary) from local, global, historical, and contemporary perspectives by exploring African diaspora studies in Ghana and Benin.

Coursework

Lecturers are drawn from leading and premier institutions such as the University of Cape Coast, the University of Ghana, and the Kwame Nkrumah University of Science and Technology.

History and Cultures of the African Diaspora

HIST 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course explores several interrelated topics, issues, geographical spaces, and processes related to the global dispersions of peoples and cultures of African ancestry, including their contributions to world economies, politics of ethnicity and belonging, and aesthetic and material cultures. Students examine the centrality of the slave trade as well as select historical figures and their thoughts, movements, creative expressions, and impact on the discourse of African diasporas and identities. Course topics typically include: genesis of the African diaspora; typologies of diasporas; survival and resistance in northern Ghana; diasporas in Africa; African ancestry in Asia and Central America; African American diaspora returnees in Ghana; Pan-Africanism; Afro-Brazilian communities in Benin.

Narratives of Identity in the African Diaspora

AFRS 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course examines modes of self-presentation, representation, and performance of individual and collective identities as inscribed in aesthetic-symbolic forms such as literary, musical, visual, choreographic, and theatrical traditions. Drawing on interdisciplinary analytical ideas in performance and cultural studies, and those of critical theory, ethnomusicology, and media (including hypervisual and notions of black cultural traffic), the course approaches the performance of identity in the African diaspora as a dialogic site for negotiating issues of power, resistance, memory, and historical consciousness. Course topics typically include: early images and media representation of blacks; performing blackness; identity theories; critical examination of artists and their works; global tourism and “performing Africa”; hip-hop and black cultural traffic.

Educational Excursions

The program includes visits to Accra and Kumasi as well as Ghana’s upper-west region near the border of Burkina Faso. Students examine various historic sites and cultures to gain a fuller perspective on the country. Visits to fishing villages and small towns near Cape Coast and Elmina provide an understanding of rural life. An excursion from Ghana to Cotonou and Ouidah in the nearby country of Benin enables students to appreciate these two nations’ historical roles in the slave trade, the predominance of Afro-Brazilian diaspora returnees in Benin, and the contemporary roles of Ghana and Benin in the diaspora.

Intensive Language Study: Fante

FANT 1000 / 3 credits / 45 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestay.

Reading the African Diaspora: Methods and Approaches

ANTH 3500 / 3 credits / 45 class hours
A study and review of established and emerging research ideas and discourses, methods, techniques, analytical tools, and research models for investigating the peoples, products, and processes of the African diaspora. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Process; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location appropriate to the project. Sample topic areas: historical consequences within Ghanaian communities of the human trade; historical preservation of castles and forts; sociocultural influence of diaspora communities returning to Ghana; legacy of Pan-Africanist philosophy in Ghana today; African American religious movements in Ghana; themes in modern Pan-Africanist literature; contribution of Pan-Africanist scholars to post-independence nation building; European influence in African traditional medicine; role of women in family life; role of West African economic influence in Ghana; importance of oral history in Ghana.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Cape Coast
Language Study Fante
Homestay Cape Coast, 5 weeks
Rural Visit/Homestay Komenda, 1 week
Other Accommodations Hostels, private homes, educational institutions, or small hotels
Independent Study Project 4 weeks
Prerequisites None

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/GHD.
Jordan

Modernization and Social Change

Examine critical issues in the Hashemite Kingdom of Jordan, a moderate Arab state confronting political responsibilities, social change, and the effects of regional conflict.

Coursework

Modernization and Social Change
MDES 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the major national and international forces shaping contemporary Jordan, including shifting identities and gender roles, economic and social development practices and regulations, immigration, youth, media, and religion. Lecturers are drawn from institutions including the University of Jordan, Yarmouk University, the Higher Council for Science and Technology, the Ministry of Political Development, and the Center for Strategic Studies. Course topics typically include:

- Jordan in Transition: History, Politics, Culture, and Identity
  British colonial influence; tribal role in politics; monarchy and modernization; Islamic principles; urban social mores; media and press freedom; wasta (social connections); immigrant workers; the role of minority groups in government; impact of the Arab Spring on the democratization process in Jordan.

- Palestine and Middle East Politics
  Peace and conflict in the Middle East; Jordan and Palestine—common histories; Palestinian refugees; Jordan’s relations with neighboring countries; Israeli refugees in Jordan; youth panel on politics in the Middle East.

- Political Islam
  Islamic parties and democratic participation; revival of Islam; Islam and modernity; women in Islam; the future of Islamist movements in the Middle East; the Arab Spring and the resurgence of Islamist thought.

- Gender Issues
  Women’s role in politics; women’s economic participation; honor crimes; violence against women; Islamic interpretations of gender relations; feminism in the Middle East; family planning and women’s health; gender-related development issues.

Approaches to Development
Structure and transformations of the Jordanian economy; nongovernmental organizations (NGOs) and social development; ecology and environmental policy in Jordan; poverty in urban and rural areas; technology and modernization; ecotourism; private enterprise and government regulations; Qualified Industrial Zones in Jordan.

Educational Excursions
The program includes excursions within Jordan to explore the country’s ancient heritage and contemporary cultures. Students visit Aqaba to explore the effects of large-scale economic development. Visits to the DANA Nature Reserve, Wadi Rum, and Petra reveal the effects of social change on local communities. A longer excursion to Egypt, or alternatively to Turkey, provides opportunities for regional cultural, political, and economic comparisons.

Intensive Language Study: Arabic
ARAB 1000–3000 / 6 credits / 90 class hours
Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. Further language practice is available during homestays and on field visits. A component on Jordanian Colloquial Arabic is also part of the course.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A qualitative research design course designed to provide an overview of methodological field study approaches within the local cultural context, affording students the tools necessary to conduct field research in Jordan. This course not only introduces field-based research skills (such as interviewing and participant and non-participant observation), but also strengthens students’ cultural awareness through exercises and discussions about student positionality and the ethics of field work in Jordan. Research ethics and the human subjects review process are core components of the course.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Amman or another approved location in Jordan appropriate to the project. Sample topic areas: political power of tribes; social change through modern art; the Christian population in Amman; nationalism; women’s participation in civil society; Islam and state development discourses; NGOs and donor interaction; freedom of expression in the press; relationships among youth.
Kenya

Islam and Swahili Cultural Identity

Learn or advance your skills in Swahili while exploring the diverse cultures of the East African coast brought together by the Swahili language and the prevalence of Islam.

Coursework

Islam and Swahili Cultural Identity
AFRS 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the profound impact of the Swahili language and Islam in the region and in interactions with other areas of the Indian Ocean basin. Lecturers are drawn from the University of Nairobi, Pwani University, the Swahili Resource Centre, the National Museums of Kenya, the Kenya Marine and Fisheries Research Institute, and the Zanzibar Indian Ocean Research Institute.

Course topics typically include:

Coastal Identities
Ethnicity in East Africa; the coastal Swahili and communities of the interior; archaeological evidence of regional continuity and change; historic urban settlements of the coast; precolonial, colonial, and post-independence history and politics.

Islam and the Indian Ocean
East African Islam and the broader Islamic world; globalization and the Indian Ocean; the sea and the Swahili; Indian Ocean slave trade; Zanzibar and the Sultanate of Oman; revolutionary Zanzibar; Islam and urbanization.

Islam and Contemporary Swahili Culture
Swahili civil society; Islam and education; faith-based development organizations; Muslim women and health; Muslim youth; informal economies; urban issues; Swahili/Muslim media; constitutional reform and coastal communities; community-based environmental conservation; development and revival of Swahili art, architecture, and aesthetic expression; gender dynamics; popular culture of the coast; tourism and development.

Educational Excursions
In Kenya, the program includes a three-week excursion to either Malindi or—conditions permitting—the Lamu archipelago, the latter including travel by dhow. An extended field visit to Tanzania includes the mainland coastal communities of Tanga and Tanzania’s largest city, Dar es Salaam, together with the towns of the Zanzibar islands (Unguja and Pemba). In contrast to the Islamic emphasis of the program, students experience an extended rural stay with a Christian community in Kenya’s rugged Taita-Taveta District. Through hands-on explorations of Swahili history and coastal cultures, excursions offer students unique perspectives on the everyday life of communities in coastal Kenya, Tanzania, and beyond.

Intensive Language Study: Swahili
SWAH 1000–3000 / 6 credits / 90 class hours
Emphasis is on speaking and comprehension skills through classroom and field instruction. Following an in-country evaluation that includes oral proficiency testing, students are placed in intensive beginning and intermediate classes, with additional language practice taking place during homestays, lectures, and field visits, including a one-week partnership with Swahili youth tutors on Pemba, in Tanzania’s Zanzibar archipelago. Swahili classes begin in Mombasa and continue during the village stay in Taita. During the three-week excursion to either Malindi or Lamu, language classes meet daily for five hours with an additional six hours of instruction each week provided through one-on-one tutorials with native Swahili speakers.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience, Research Methods and Ethics provides students with the essential tools required to conduct independent study on the East African coast. Material includes cross-cultural adaptation and skills building; research design, project selection, and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; honing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in coastal Kenya or another approved location in Kenya appropriate to the project. Sample topic areas: women’s employment in the urban informal sector; traditional boat building; coastal archaeology; Islamic education; informal urban settlements; community-based rural development; primary healthcare; Swahili wood carving and artisanal design; traditional healing; midwifery among the Swahili; contemporary and traditional fishing practices of the Bajuni; Swahili oral history; effects of tourism on coastal cultures; Swahili poetry; urbanization and drug abuse; HIV/AIDS on the Kenyan coast; architecture and traditional Swahili building techniques.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/KEM.
Madagascar

National Identity and Social Change

Explore issues of identity and political and socioeconomic transition in the context of Madagascar’s remarkable ethnic and geographic diversity.

Coursework

Please note: This program will have credit distribution and/or other curriculum changes beginning in the fall 2013 semester. Please visit www.sit.edu/MGR for details.

National Identity and Social Change Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English and French, with required readings in English and optional readings in French. Assignments may be completed in English or French. Relevant field-based activities and educational excursions complement classroom-based lectures and discussions. The course takes a holistic approach to understanding the roles of geography, history, ethnicity, language, religion, politics, and economics in shaping the Malagasy identity. Lecturers include faculty from the University of Antananarivo, the University of Mahajanga, and other program partners.

Course topics typically include:
Sociological Perspectives
Ethnicity and ethnic identity; family and kinship; religion; veneration of razana (ancestors); ancestral homelands; gender roles; physical and social geography; traditional values and global influences in society; verbal arts (including folklore, proverbs, and speechmaking); music and dance.

History, Governance, and Politics
Malagasy origins; early kingdoms; colonial rule; independence; contemporary history; democracy and elections; political parties; administration; good governance; political crises; foreign relations.

Economic and Social Development
Social development; education; public health; roles of women in development; agriculture; formal and informal sectors of the economy; role of foreign investment; impact of globalization; poverty alleviation programs.

Educational Excursions
Excursions to locations across Madagascar are essential to providing a more complete representation of the country’s complexity, including a diversity of ethnic, geographical, and ecological landscapes. The program typically includes excursions to eastern and northwestern Madagascar, including Andasibe and Ankafantsika national parks. Students also spend a week in rural areas of the Vakinankaratra region in the central highlands.

French in the Malagasy Context
FREN 2000–3500 / 3 credits / 45 class hours
French in the Malagasy Context focuses on the rich Malagasy cultural and literary production in French. By studying postcolonial texts, students learn about the postcolonial politics of Malagachization, bilingualism, and the role of French language in the integration of Malagasy society into the international Francophone community. In support of these objectives, course content provides additional focus on the fundamentals of spoken and written French to increase student capacity. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate course level, with additional language practice during homestays and on field visits.

Intensive Language Study: Malagasy
MALA 1000 / 3 credits / 45 hours
Emphasis on beginning speaking and comprehension skills through classroom and field-based instruction. Formal instruction is augmented by language practice with host families during homestays.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. The focus includes cross-cultural adaptation and skills building; topic selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; identifying contacts and resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in any region of Madagascar, based on program approval. Sample topic areas: democracy and elections; cyclical nature of political crises; role of fady (taboo) in Malagasy culture; family planning on the village level; women’s associations in rural development; park management and local populations; prenatal healthcare in rural areas; malaria prevention and treatment; language teaching in primary and secondary education; community radio as a means of communication; music and dance as expressions of cultural identity.
Morocco

Migration and Transnational Identity

Explore the complex effects of human mobility on local communities, global politics, and transnational economies.

Coursework

**Migration and Transnational Identity**

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course addresses core issues pertaining to migration in relation to Mediterranean space, local and global cultural politics, and development policies, as well as the implications of migration on national economies, local communities, and human rights. Lecturers are drawn from the Research Group on Migration and Culture at the University Mohammed V in Rabat, the UNESCO Chair on Migration in Morocco, Ibn Tofail University in Kenitra, the Institute for African Studies, and local and international nongovernmental organizations based in Rabat and in northern Morocco.

The course is composed of modules which may include sub-Saharan migration to Morocco, refugees, borders and borderlands, gender and migration, migration and human rights, and migration and development. The topics covered include: migration in Islam; mobility, transnationality, and border identities; sub-Saharan immigrants and human rights; illegal or forced migration; migration and gender; testimonial narratives of sub-Saharan migrants and Moroccan deported/former migrants; migration and security; EU-Moroccan partnerships and migration management; underage migrants; desertification, poverty, and migration; urban and rural development and migration; Moroccan residents abroad and local development; Moroccan residents abroad and post-Arab Spring political change in Morocco; art and nomadism; sub-Saharan artists in Morocco; Moroccan diasporic cinema; migration and media.

**Educational Excursions**

The program includes three major excursions: Khouribga, Beni Mellal, and Lafiaf ben Saleh (village stay); northern Morocco, including Chefchaouen, Mdiq, and Tangier; and Amsterdam and The Hague in the Netherlands. Each excursion focuses on a different aspect of migration and is designed to help contextualize the debate on migration in relation to global politics and policymaking, development, and Moroccan society and culture.

**Intensive Language Study: Arabic**

ARAB 1000-3000 / 6 credits / 90 class hours

The course is designed to equip students with a proficiency level in spoken Standard Arabic in order to engage in everyday communication. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition. A component on Moroccan Colloquial Arabic is also part of the course.

**Research Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours

This course is designed to provide firsthand experiential knowledge about the richness and challenges of conducting field study in Morocco. It provides the necessary conceptual and methodological tools that enable students to learn from experience, apply knowledge and skills gained in the thematic and language courses, and prepare to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the SIT Institutional Review Board. At the end of the course, students should have the cultural understanding and methodological tools to successfully complete an Independent Study Project. The course is also designed to answer specific concerns that research on migration generally raises. Lectures address issues that pertain to research methods, confidentiality and anonymity of informants, data gathering and interviewing, and safety and migrant psychology. Individual meetings are scheduled throughout the course to prepare students for their Independent Study Project.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Students choose between building their Independent Study Project (ISP) on a two-week internship with an organization working in the area of migration or designing an ISP on their own. Sample topic areas: sub-Saharan Africans and Gnawa music; the urban/rural shift in Amazigh identity; the consequence of irregular migration on racial perceptions; the origins of flamenco in the Maghreb; the social and cultural impact of Moroccan migration.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at [www.sit.edu/MOM](http://www.sit.edu/MOM).
Nepal

Tibetan and Himalayan Peoples

Examine Tibetan and Himalayan history and culture, Buddhism, and the pressing contemporary issues facing communities in exile, particularly in the case of Tibet.

Coursework

Lecturers include prominent Tibetan scholars and Buddhist masters and reflect the rich diversity of academic resources in the Kathmandu Valley.

The Politics of Tibetan and Himalayan Borders

ASIA 3020 / 3 credits / 45 class hours
This course traces Tibetan history from current political dynamics back to ancient times, providing a context of larger regional events and processes. Students examine local political systems such as the Tibetan Government in Exile and the birth throes of the Nepalese constitution. This course also examines the politics inherent in everyday life in an exile community, covering themes such as individual articulations of identity as well as the politics of language and of religious practice. Students examine politics on the geopolitical scale, including the significance of various regions in the Himalayas as well as the maneuvering between Asia’s giants, India and China. Through examination of current conditions in Tibet, students are asked to reflect on and re-conceptualize ideas of power, autonomy, authority, and vulnerability on individual, group, and state levels.

Religious Change in Tibet and the Himalaya

ASIA 3010 / 3 credits / 45 class hours
This course explores religious preferences among the diverse Himalayan peoples. Tibetan Buddhism is examined as part of a broader Tibetan cultural sphere, including the realms of politics and of ritual. The course goes beyond the typical focus on only the Tibetan Buddhism aspect of Himalayan culture. Instead, students investigate a variety of beliefs and practices among different groups of people, e.g., Indian tantra; other Buddhism(s), such as that of the Newars, the sole surviving continuous tradition of Indian Buddhism; Hinduism in the Kathmandu Valley; Islam in Tibet and South Asia; and Bon and pre-Buddhist Himalayan traditions.

Educational Excursions
Program excursions are designed to enhance understanding of Tibetan cultural traditions in the Himalayas and the recent refugee and exile experience. Excursions vary from semester to semester but may include visiting Tibetan communities in Nepal (Pokhara or Solu Khumbu); Ladakh, Dharamsala, or Darjeeling in India; the Tibet Autonomous Region or other Tibetan areas in the People’s Republic of China; and/or the Kingdom of Bhutan. High-altitude treks are usually included in the program to visit relatively isolated rural communities in the mountains.

Intensive Language Study: Tibetan
TIBE 1000 / 3 credits / 45 class hours
The emphasis is on beginning oral and comprehension skills. Formal classroom instruction in Tibetan language is given daily during the program period in Kathmandu, and less formal instruction continues during excursion periods. Optional Nepali language instruction is also available, for example, for students who wish to pursue Independent Study Projects in Nepali-speaking areas.

Field Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; and twentieth-century ethnography.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Tibetan and Himalayan communities in Nepal; in Dharamsala, India; or another approved location appropriate to the project. Sample topic areas: the politics of language and education in Tibetan communities; reflections from former political prisoners; traditional Tibetan medicine; the reemergence of the Bon tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; critical thinking in Bhutan’s education system; a case study of a traditional Buddhist college; nuns and Tibetan female mystics; migration and Tibetan exile settlements.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/NPT.
Peru

Indigenous Peoples and Globalization

Examine traditional and contemporary societies in Peru, home to one of the largest indigenous populations in the Americas.

Coursework

Lecturers typically include professors in the fields of anthropology, intercultural education, and environmental studies; indigenous leaders and artists; Amazonian and Andean healers; human rights leaders; and others.

**Indigenous Peoples in Motion: Changes, Resistance, and Globalization**
LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course explores contemporary transformations of indigenous groups through multiple lenses. Mobilization and political organization of indigenous groups—in relation to the defense of their cultures, territories, and natural environments— is discussed.

**History of Indigenous Cultures in Peru**
LACB 3080 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the historical processes of Andean and Amazonian indigenous populations in Peru. While experiencing present-day Andean and Amazonian cultures, students look at the prosperity of the precolonial period, the enslavement of the colonization period, and the birth and construction of the Peruvian republic from an indigenous perspective.

Topics for these courses typically include: literature; mythology; cultural representations; music and song; theater and social change; tourism; urban migration; mobilization; identity politics; cultural loss and retention; marginalization; collective memory; grassroots initiatives.

**Educational Excursions**
The program includes excursions to the Sacred Valley in Cuzco; Iquitos city, the main urban center of the Amazonian rainforest, from where students travel to indigenous communities living in the Pacaya Samiria Nature Reserve; Colca Valley, the world’s second-deepest canyon (3,400 meters deep), known for its exceptional craftwork and vibrant festivals; and Peru’s capital city of Lima, where students examine the realities of urban migration and witness contemporary indigenous activism efforts of prominent Peruvian lobbyists and nongovernmental organizations.

**Intensive Language Study: Spanish for the Social Sciences**
SPAN 2000–3500 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further language practice during Cuzco homestays, lectures, and field visits.

**Intensive Language Study: Quechua**
QUEC 1000 / 1 credit / 15 class hours
Emphasis on beginning oral and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice during rural homestays and excursions.

**Research Methods and Ethics**
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; accessing information sources and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; research ethics and intellectual property when working with marginalized peoples; and exposure to non-Western research methodologies.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cuzco or in another approved location in Peru appropriate to the project. Sample topic areas: role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; urban indigenous communities; generational dynamics in cultural pride and heritage.
Spain

Language, Community, and Social Change

Rapidly improve your Spanish through complete immersion in Granada, a vibrant historic city shaped by a blending of Christian and Muslim traditions, and home to one of the largest universities in Spain.

Coursework

Intensive Language Study: Spanish I–VI
SPAN 1500–4000 (Two 4-credit courses / 120 total class hours)
Spanish courses range from the 1500–4000 level. Students take two four-credit Spanish language courses (for a total of eight credits) during the semester at SIT’s partner institution, CELEI (Centro de Lenguas y Educación Intercultural).

Students are completely immersed in Spanish. Emphasis is on field-based instruction, which enables students to become functional in the host community and gain the linguistic instruments necessary to carry out academic work in the target language. Spanish classes rely heavily on student involvement and inquiry as a way of developing their responsibility in the language-learning process. Formal instruction focuses on linking classroom instruction with the informal language learning that takes place during students’ extensive involvement with the community, their academic work, and their daily functioning in the host culture. Language placement is based on in-country evaluation, including oral proficiency testing. The course includes class work, community-based experiences, supplementary readings, and audio-visual and media sources. Classes incorporate further language practice, which occurs during homestays, seminars, and field activities.

Community and Social Change Seminar
EURO 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the primary political, social, and cultural forces shaping contemporary Spain in the context of the country’s turbulent history, growing diversity, and deeper integration within the European Union. Lecturers are drawn from the University of Granada, government agencies, local nongovernmental organizations, and experts from the community.

Seminar topics typically include:
- **Cultural Legacies and Andalusian Identity**
  Spain’s multicultural heritage; Islamic influence on the arts; flamenco-fusion; urban development in the Moorish neighborhood of El Albaicín; Lorca and the Andalusian soul; unsustainable development.
- **Spanish Politics and Political Actors**
  Spain’s transition to democracy; state configuration; regional autonomy and nationalism; the role of political parties and trade unions; economic policy.
- **Immigration and Integration**
  Spain as the gateway into Europe; relations with North Africa; legal and humanitarian challenges on the borders; immigration policies; support organizations.
- **Debates in Social Policy**
  Social agents and generational change; education and religion in social change; new gender roles and domestic violence; response of civil society groups to minorities—inclusion and exclusion; Spanish cinema and artists as agents of change.
- **Educational Excursions**
  Excursions focus on the themes presented in the seminar. Destinations include Madrid, Toledo, or Segovia during the orientation period; a three-day rural stay in the village of Sorvilán; the cities of Cordoba and Seville; and a five-day academic excursion to Morocco.

Community Service Project
PRAC 3000 / 4 credits / 60 class hours
A course in the concepts of learning across cultures through a reciprocity project. Students practice their communication skills through volunteer service or by participating in a community group, class, or study related to social change in Spain. **Examples of volunteer work:** providing academic support to disadvantaged children; assisting language teachers with English classes or extracurricular activities; social work with varying populations. Students must complete a final oral presentation and submit an eight- to ten-page paper in Spanish. Students receive linguistic support throughout the course, enabling them to write a relevant and rigorous academic paper in Spanish.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/SPC.
Tunisia

Emerging Identities in North Africa

Examine the dynamics between modernity and tradition, technology and culture, Islam and constitutional democracy, and history and social change at the site of Tunisia’s Jasmine Revolution.

Coursework

Arab Spring and Emerging Identities in North Africa

MDES 3000 / 3 credits / 45 class hours
An interdisciplinary course that focuses principally on contemporary Tunisia and the democratic process initiated by the Jasmine Revolution. Students examine the intersections between Western-style capitalism, increased globalization, and socioeconomic developments of Tunisia in the context of political change. They also explore the ways Tunisian society is currently engaging with the complex issues raised by emergent political processes, history and colonial legacies, multilingualism, women's rights, and the rise of Islamist ideologies. The objective of the course is to enable students to evaluate, through the careful scrutiny of the country's public and political events, the chances of success and the risks of failure of the first constitutional democracy in the Arab world.

Youth, Media, and Social Movements

MDES 3500 / 3 credits / 45 class hours
The course examines the deep social and cultural transformations caused by the rapid dissemination of digital media, principally the role that social media such as Twitter, Facebook, and blogs have played in the Jasmine Revolution and other popular insurrections in the Arab world. A principal objective of the course is to study how Tunisian civil society—especially women's organizations, human rights activists, and other advocacy groups—are using social media for more effective consciousness raising, mobilization, and formation of new cultural bonds. The lectures, debates, and educational excursions foreground the tensions and moments of continuity between modernity and tradition in Tunisian culture, illuminating various themes, such as bilingualism, the reemergence of the veil among young women, the mitigated success of secularism, and the rise of Islamist ideology among youth.

Lectures for both courses are given by academics from Tunis University and members of civil society.

Educational Excursions

Two weeklong excursions to the southern regions of Tunisia (including Matmata, Djerba, Tozeur, and Kairawan) and the northern Mediterranean coast. Excursions highlight Tunisia's place at the crossroads of many civilizations. Several short field trips are planned within Tunisia and the Cap Bon region, including Nabeul, the ceramics capital of the country, and Hammamet, a popular holiday resort, where students observe the impact of mass tourism on traditional lifestyles.

Intensive Language Study: Arabic or French

Students choose to enroll in either Modern Standard Arabic or French. Students are placed in beginning, intermediate, or advanced Arabic or French language classes based on in-country evaluation, including oral proficiency testing. Beginning and intermediate French students enroll in the course “French in Tunisian Contexts” at the appropriate skill level. Advanced French students enroll in the course “North African Francophone Literature.” A component on Tunisian Colloquial Arabic is also part of all language courses.

Intensive Language Study: Arabic

ARAB 1000-3000 / 3 credits / 45 class hours

OR

French in Tunisian Contexts

FREN 1000-2000 / 3 credits / 45 class hours

OR

North African Francophone Literature

FREN 3000 / 3 credits / 45 class hours

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research methods course designed to provide an overview of methodological approaches within the local cultural context. The course offers students the basic tools necessary to conceive and conduct field research in Tunisia. The course introduces field-based research skills (such as interviewing and participant and non-participant observation), and strengthens students’ cultural awareness through exercises and discussions about researcher positionality and the ethics of field work in Tunisia. The course provides students with the cultural understanding and critical acumen necessary for the successful completion of the Independent Study Project (ISP).

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in Tunis or in another approved location appropriate to the project. Sample topic areas: social media and popular protest; hijab (veil) in contemporary Tunisian society; identity formation through Islamic education; Arab views on national press; gender and news bias; governance and youth empowerment; youth and social media; revolutionary mural art; Arab reality TV; homo-sexuality in Islam.

Program Duration

Fall/Spring 15 weeks

Credits

16

Program Base

Sidi Bou Said, on the outskirts of Tunis

Language Study

Arabic or French

Homestay

Greater Tunis, 7 weeks

Other Accommodations

Hostels, research institutes, or small hotels

Independent Study Project

4 weeks

Prerequisites

None

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/TNC.
Vietnam

Culture, Social Change, and Development

Examine economic and social development in the cultural context of Vietnam, one of Southeast Asia’s most dynamic and rapidly changing countries.

Coursework

Lecturers are drawn from Vietnam National University; Can Tho University; Hoa Sen University; the University of Economics in Ho Chi Minh City; and a variety of research institutes, government offices, and nongovernmental organizations (NGOs).

Ethnicity, Gender, and Social Change

ASIA 3010 / 3 credits / 45 class hours

This course explores social and cultural attributes of traditional Vietnam in order to trace the history of the nation. Students follow the development of three ancient civilizations that have existed in what is now present-day Vietnam: the Dai Viet in the north, the Cham ethnic minority on the central coast, and the Khmer in the south. The course then explores more recent dynamics and trends, such as nineteenth- and twentieth-century Vietnamese colonial experience and national resistance as well as Vietnam’s socialist revolution and national reunification.

This course explores some of the processes of social change in Vietnam with a focus on specific groups such as women and ethnic minorities. Students analyze gender relations and ethnic minority perspectives from a comparative standpoint, in relation to both regional and global social and political change. Students examine the governance of ethnic minority affairs and study the interactions of the dominant ethnic group, the Kinh, and the indigenous ethnic minorities. Students consider the development problems faced by minority peoples and the challenge of maintaining diverse traditions throughout the process of nation building in Vietnam.

Economic Reform and Development

ASIA 3020 / 3 credits / 45 class hours

This course charts Vietnam’s transition from a centrally planned to a market-oriented economy. It focuses on the dynamics and tensions inherent in such fast economic growth. Issues discussed include the theoretical background of economic development theory, strategies for poverty reduction and governance issues, rural development, and urbanization and migration in an era of globalization.

The course examines development ethics and equity issues within the context of the country’s growing market economy and consumer class. Rapid economic development has come with sociopolitical changes as well as environmental costs. Students examine in detail the major turning point in Vietnam’s development, the Doi Moi “Renovation” economic reforms launched in 1986, and the rapid growth in trade and investment since that time.

Educational Excursions

The program provides the opportunity to study and explore Vietnam’s cultural and natural heritage through visits to the Central Highlands, Sapa (on the Chinese border), Hanoi, and ancient cities such as Hue and Hoi An. Visits are also made to rural villages and protected areas in the Mekong Delta and other parts of the country. A relevant service-learning project may be conducted based on the local context.

Intensive Language Study: Vietnamese

VIET 1000–3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Ho Chi Minh City, Hanoi, or in another approved location appropriate to the project. Sample topic areas: small and medium entrepreneurship; gender roles in Vietnamese society; the impact of migration on urban life; heritage site management and conservation; craft villages in transition; Vietnamese culinary arts; microcredit projects; poverty reduction and hunger eradication; Vietnamese culture viewed through the media, literature, or popular music; public health; memory of the French and American wars; education and mysticism in a modern socialist society.

Program Duration

Fall/Spring 15 weeks

Credits 16

Program Base

Ho Chi Minh City

Language Study

Vietnamese

Homestay

Ho Chi Minh City, 3 weeks

Other Accommodations

Guest houses, hostels, or small hotels

Independent Study Project

4 weeks

Prerequisites

None

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/VNR.
Coursework

Lectures and discussions are conducted in cooperation with the University of Hawai‘i; the East-West Center; the National University of Samoa; and the University of the South Pacific both in Alafua, Samoa, and Suva, Fiji, with support from additional local professionals.

**Traditional Societies in Transition**

PACI 3010 / 3 credits / 45 class hours

The course examines key aspects of traditional Pacific societies as well as the physical and historical forces that have shaped the Pacific Islands region at large. It focuses on culture and the ways in which traditional societies have adapted to the waves of development and change that have reached their shores. The course has components in Hawai‘i, Samoa, American Samoa, and Fiji.

The course explores the values of traditional societies and the ways in which these values are being challenged, adapted, and blended as subsistence economies become cash economies. It encourages students to analyze their own experiences and learning and provides information needed to continue further intensive study in one aspect or issue of the culture in the form of an Independent Study Project. Field experiences and assignments are structured to complement the lectures and readings.

**Educational Excursions**

The program includes visits to cultural and historic sites on the island of Oahu, Hawai‘i; a village stay in rural Upolu and visits to places of interest in Samoa; a natural history excursion to the island of Savai‘i to examine the diversity of Samoa’s topography and ecology; and visits to American Samoa and Fiji for comparative analyses of Pacific communities and traditions in transition.

**Intensive Language Study: Samoan**

SAMO 1000 / 3 credits / 45 class hours

Basic speaking and comprehension skills are acquired through classroom and field instruction that emphasizes daily communication and through interactions with homestay families in both Samoa and American Samoa.

**Research Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours

This course in the concepts of learning across cultures and from field experience prepares students for the Independent Study Project. Material includes cross-cultural adaptation and skills building; selecting and refining topics for the Independent Study Project; choosing appropriate fieldwork methodologies; developing contacts and finding resources; practicing observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; and field study ethics and the World Learning/SIT Human Subjects Review Policy.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Projects are conducted in appropriate sites in Samoa. Sample topic areas: sustainable agricultural practices and food security; the impact of social networking sites on Samoan youth; microfinance and the importance of social networks; the reality of poverty and hardship in Samoa; perspectives on and threats to religious freedom; human rights in Samoa; the role of coconut products in the Samoan economy; economic, social, and environmental impacts of seawalls; media freedom in Samoa and young voters’ understanding of democracy.
COMING SOON!

**Jordan: Health and Community Development**

Study health policies and practices in Jordan. Examine the health status of the country’s unique population groups including refugees and desert and Bedouin tribes. Explore the links between poverty, health risks, and social development. Learn about the impact and economics of alternative medical treatment in Jordan.

Visit the SIT website for more information.

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**SIT Study Abroad**

1 Kipling Road, PO Box 676
Brattleboro, Vermont USA 05302-0676

Toll-Free within the US 888 272-7881
Phone 802 258-3212
Fax 802 258-3296
Email studyabroad@sit.edu

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