



Research Methods and Ethics

ANTH 3500 (3 credits / 45 hours)

SIT Study Abroad Program:
Morocco: Migration and Transnational Identity

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

Description

The *Research Methods and Ethics* course (RME) introduces students to the conceptual and practical tools for gathering primary data and the knowledge and skills that are essential to forming constructive relationships with organizations and/or individuals, which are necessary for completing an academic project in the cultural context of Morocco. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Morocco; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays particular attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Morocco and Migration, Identity, and Resilience. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

The main emphasis of the course is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The course includes lectures on qualitative methods of research in social sciences and in particular in Migration, Identity, and Resilience, development of a research proposal or internship proposal, and preparation of an application for review of research with human subjects. All students will participate in an overview of research design and methodological approaches to program themes. Ethical considerations related to conducting research or completing an internship will be discussed. The overall aim is to help students hone their experience-based learning processes and prepare them for the development of an Independent Study Project (ISP), which is largely based on the data gathered from primary sources, or an internship at a local organization.

Learning Outcomes

The Research Methods and Ethics course comprises 45 hours. Upon completion of the course, students will be able to:

- Show an acute sense of positionality and perspective and operate independently, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;
- Demonstrate awareness of appropriate methods and ethics used in field research in the critical global issue of Migration, Identity, and Resilience OR demonstrate awareness of the ethics of internship in the context of Morocco;
- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- Produce an Independent Study Project proposal that is in strict observance of ethical academic standards and local values and that includes a research question, sample review of the relevant literature, outline of the research methods, and anticipated ethical challenges and ways of addressing them OR an internship proposal that includes a description of the host organization, an outline of tasks that will be performed, a proposed work timetable, and projected outcomes such as a paper or business plan.

Language of Instruction

This course is taught in English but students will be exposed to vocabulary related to course content through in-country expert lectures and field visits to a wide range of venues and regional locales.

Course Schedule

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

Module I: Experiential Learning and Positionality in Field-Based Research

This introductory module is designed to introduce students to field-based research in a study abroad context. Students learn how to relate to local communities and individuals. Most particularly, this module allows students to discover the power of experiential learning and use it as a tool to connect to local communities and individuals and develop into reflexive researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

Session I: Homestay Neighborhood Exploration

In this field assignment, students are asked to explore their new cultural environment, most particularly their own homestay neighborhood through the lenses of migration and transnational identity. The aim is to examine if and how the physical, social, and cultural aspects of the homestay neighborhood reflect signs of a homogeneous community or a diverse and transnational environment.

Recommended Readings:

Puleston Fleming, J. (1989). Exploring the Heart of Old Rabat. *The New York Times*, January 8, 1989. Retrieved from: <http://www.nytimes.com/1989/01/08/travel/exploring-the-heart-of-old-rabat.html?src=pm&pagewanted=1>

Alami, A. (2013) Sub-Saharan Students in Morocco: both Welcomed and Shunned. *Al Fanar Media*. Retrieved: <http://www.al-fanarmedia.org/2013/07/sub-saharan-students-in-morocco-welcomed-and-shunned/>

Session 2: Doing Field-Based Research in a Study Abroad Context

This session provides an introduction to field-based research in a study abroad context. Students explore how experiential learning can be used as a tool to explore and interact with their new cultural environment and reflect on their own positionality in relation to the host community, most particularly their homestay neighborhood and homestay family.

Required Reading

Glesne, C. (2006). 'Being there: developing understanding through participant observation' and 'Making words fly: developing understanding through interviewing.' *Becoming Qualitative Researchers* (3rd Ed.). Boston: Pearson Educators, pp. 49-78 and 79-106.

Session 3: Research Ethics: Meeting with Female Immigrants from Africa South of the Sahara

This session draws on a meeting with female migrants from Africa South of the Sahara. Special attention is given to reflexivity and positionality and their impact on the ethics of the representation of participants in the research and the host community.

Site visit: *Tamkine* Migrant and Refugee project. The project is a partnership between an international NGO (Terre des Hommes) and a Moroccan women NGO (Oum Albanine). The NGO supports specifically pregnant migrant women by providing medical care and all sorts of necessary supplies three months after the delivery. During the visit, the students learn about the project as well as about stories of gender-based discrimination that push women to migrate.

Required Reading:

Glesne, C. (2006). But is it ethical? Learning to do right. *Becoming Qualitative Researchers*. (3rd Ed.) Boston: Pearson Educators, pp. 129-146.

Recommended Reading:

Bell, J. (2011). Ethics and integrity in research. *Doing Your Research Project* (5th Ed.) Berkshire: Open University Press, pp. 44-62.

Session 4: Reflections on Positionality and Representation

This session builds on students' field exercise experience. Students reflect on their own positionality and ways in which it can impact their representation of the host culture. Particular attention is given to ways in which positionality shapes the research question, relation with the research participants, approach in data collection, data processing, and the representation of research participants in the final ISP.

Required Readings:

Sultana, F. (2007). Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research. In *ACME: An International E-Journal for Critical Geographies*, 6:3, 374-385.

Ganga, D., & Scott, S. (2006). Cultural 'Insiders' and the Issue of Positionality in Qualitative Migration Research: Moving 'Across' and Moving 'Along' Researcher-Participant Divides. In *Forum: Qualitative Social Research*, 7:3. Retrieved from: <http://www.qualitative-research.net/index.php/fqs/article/view/134>.

Module 2: Research Methods and Ethics on Migration in Morocco

This module focuses on the tools and methods required for conducting quantitative and/or qualitative field research in the Critical Global Issue of Migration, Identity, and resilience. The module addresses in particular the methods of doing field research in observance of the ethics and value systems of the local community.

Session 1: Selecting Topics, Formulating Research Questions & Literature Review

This session provides an overview of the module on research methods and ethics. It highlights the main elements of conducting a research project and walks students through the different steps of writing a research proposal. Special attention is given to choosing a research topic and formulating a research question.

Required Readings:

Glesne, C. (2006). Pre-study tasks: Doing what is good for you. *Becoming Qualitative Researchers* (3rd Ed.) Boston: Pearson Education, Inc., pp. 1-20.

Literature Reviews. Retrieved: <http://writingcenter.unc.edu/handouts/literature-reviews/>

Recommended Reading:

Flick, U. (2009). *An introduction to Qualitative Research (fourth edition)*. London: Sage. Retrieved: http://www.dphu.org/uploads/attachements/books/books_89_0.pdf

In-class exercise:

Students choose a topic and rehearse how to develop a research question and interview questions for their ISP project.

Session 2: Data collection: Interviewing & Observation

This session surveys interviewing as a method for data collection, types of interviews, and walks the students through observation as a method in field-based study and the processes of developing interview questions (in accordance with the research question).

Field Assignment:

Join one of the following thematic groups:

- Refugee asylum seekers
- Women and social change
- Migration and human rights
- Youth and entrepreneurship
- Cultural centers
- Poverty and microfinance

Find contact information for an NGO or association operating in Rabat; research it on the net; and pay the association a visit to find about its location, access, subject of operation; give an account of the interview you had with one of its members if you managed to meet them. You will act as a resource for the rest of the group. You will need to meet as a group to plan your assignment. You will be asked to present orally your findings and assessment on these assignments in our class discussions.

Session 3: Fieldwork Negotiations in the Context of Moroccan Governmental and Nongovernmental organizations

This session addresses access to information within Moroccan associations and governmental organizations. The session is scheduled before and after site visits to organizations.

Required Readings:

- Bargach, J. (2013). Shortcomings of a Reflexive Tool Kit; or, Memoir of an Undutiful Daughter. In Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press, pp. 131-146.
- Silverstein, P. A. (2013). The Activist and the Anthropologist. In Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press, pp. 99-116.

Session 4: Analyzing Data

The purpose of this session is twofold. Firstly, we look at data analysis, with particular attention to theories of migration as tools for analysis. Secondly, we analyze the different elements of writing the ISP paper, with particular attention to literature review and theoretical framework.

Required Readings

- Portes, A., & DeWind, J. (2007). A Cross-Atlantic Dialogue: The Progress of Research and Theory in the Study of International Migration. In Portes, Alexandro and DeWind, Josh. (2007). *Rethinking Migration: New Theoretical and Empirical Perspectives*. New York and Oxford: Berghahn Books, pp. 3-29.
- Massery, D., & Capoferro, Ch. (2007). Measuring Undocumented Migration. In Portes, A., & DeWind, J. (2007). *Rethinking Migration: New Theoretical and Empirical Perspectives*. New York and Oxford: Berghahn Books, pp. 257-285).
- Heckmann, F. (2007). Illegal Migration: What Can We Know and What Can We Explain? The Case of Germany. In Portes, A., & DeWind, J. (2007). *Rethinking Migration: New Theoretical and Empirical Perspectives*. New York and Oxford: Berghahn Books, pp. 285-308.

Session 5: Doing Research on Migration in the Context of Morocco

This session focuses on the specificities of conducting field-based research in Morocco on topics of migration. The session covers field resources and the ethical challenges of methodological tools such as doing research with refugees and undocumented migrants. The session also addresses the legal and ethical questions research on migration in Morocco generally involves.

Required Readings:

- Berriane, M., & de Haas, H. (Eds.). (2012). *African Migrations Research: Innovative Methods and Methodologies*. Trenton, New Jersey: Africa World Press (Introduction: New Questions for Innovative Migration Research, pp. 1-31). Retrieved: <https://www.imi.ox.ac.uk/events/amw-2008/africanmigrations.pdf>
- Castles, S. (2012). Methodology and Methods: Conceptual Issues. In Berriane, M., & de Haas, H. (Eds.). (2012). *African Migrations Research: Innovative Methods and Methodologies*. Trenton, New Jersey: Africa World Press, pp. 31-71. Retrieved: <https://www.imi.ox.ac.uk/events/amw-2008/africanmigrations.pdf>

Module 3: Fieldwork and Internship in the Context of a Border Setting

This module takes place during the program's excursion to the northeast of Morocco. This region is the main migration sending zone in the country, and about 80% of Moroccan immigrants in the Netherlands originally come from North East Morocco. Most importantly, given its borders with the Spanish enclave Mellilia and its access to the Mediterranean, this region provides insights into interesting border dynamics that include undocumented migrants from Africa South of the Sahara, and a culture of smuggling and youth emigration.

Session 1: Migration and Fieldwork in North East Morocco

This session introduces one of the main migration sending zones in the country and raises questions related to research or internship in a border setting.

1. Site visits: Memory and Identity: Association of the Memory of Rif (*Dakirat Rif*) in Alhoceima. This visit takes the students to a tour in the city of Alhoceima where the activists of the Association of the Memory of Rif tell the local unofficial story of one of the major 20th century and influential anti-colonial and liberation movement in the region that led and won Anwal Battle against the Spanish occupation. Starting from the site where the Spanish troops first landed to the historic city of Mzama, the leader Abdlekirm Khattabi's headquarters to the island of Badis where the Spanish army still has its outposts, the visit is a resumed in front of the beach of Sfiha where the students have the chance to interact with local activists.
2. Transnational Activism: SSR Foundation for the support of Moroccan returning immigrants from the Netherland in Berkane. This visit takes the students to a foundation started by a Dutch-Moroccan in the city of Berkane. This visit connects the Netherlands excursion to the Northern excursion in the sense that it provides firsthand knowledge on Moroccans' return migration including female forced return migration after a short marriage with Moroccan immigrants in the Netherlands.

Required Reading:

Mcmurray, D. (2001). *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*. Minneapolis and London: University of Minnesota Press.

Session 2: Observing Interaction in a Border Setting

This session will reflect on the students' site visit to the Moroccan Spanish Borders in both Alhocilma and Nador. The session starts from the students observations in order to reflect on the notion of border as a framework where the processes of integration-interaction between asymmetric countries takes place.

Required Reading:

Mcmurray, D. (2001). *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*. Minneapolis and London: University of Minnesota Press.

Session 3: Mobility, Field Research or Internship in Northern Morocco

This session is led by a researcher and civil society activist from Al Hoceima who shares his perspective on the culture of mobility in the North Eastern part of Morocco. The session also addresses available resources for fieldwork or internship in a border setting.

Site visit Migration and Activism in North East of Morocco: Network of local development NGOs RODPAL in Al-Hoceima. This visit takes the students to the national park of Al-Hoceima where 14 local associations put together a network to become a local watchdog for environmental safety and cultural Amazigh identity of the national park.

Required Reading:

Rubinstein-Ávila, E. (2009). Reflecting on the challenges of conducting research across national and linguistic borders: Lessons from the field. *Journal of Language and Literacy Education*

[Online], 5(1), 1-8. Retrieved: <http://jolle.coe.uga.edu/wp-content/uploads/2013/03/Rubinstein-Avila-E.pdf>

Recommended Readings:

David, M. H., & David, M. (1976). *The Ait Waryaghar of the Moroccan Rif: An Ethnography and History*. Wenner Gren Foundation for Anthropological Research.

DeWind, J., & Holdaway, J. (2009). *A Framework for Linking and Comparing the Development Impacts of Internal and International Migration in Research and Policy*. Retrieved: <http://essays.ssrc.org/acrossborders/wp-content/uploads/2009/08/ch14.pdf>

Module 4: Project Proposal Development

Based on learning and engagement in the preceding course modules, this module focuses on ISP and internship proposal development and guiding students through the development of the Human Subjects Review (HSR) application for review by the Local Review Board (LRB). This critical phase in the course involves both large student group meetings and individual student meetings with the academic director and the ISP advisor or internship supervisor.

Session 1: Research Ethics and the HSR/LRB Process

This session uses concrete examples of social science research to address and discuss the ethical dimensions of doing research. We will look into ways of protecting the rights of research participants, such as their right to give or refuse consent, and their right to remain anonymous. Special attention is given to the protection of vulnerable research groups, such as undocumented migrants, refugees, and minors. We will also discuss the issue of unequal power relations between the researcher and the researched, both during the research process as well as in representing research subjects in a final research paper. The session will also cover SIT's Human Subject Review Policy and the Application for Review of Research with Human Subjects (the IRB form), the LRB process, the consent form, and the ethics form.

Required Reading:

Glesne, C. (2006). *But is it ethical? Learning to do right. Becoming Qualitative Researchers (3rd Ed.)*. Boston: Pearson Educators, pp. 129-146.

Recommended reading:

Bell, J. (2010). *Ethics and integrity in research. Doing Your Research Project (5th Ed.)*. Berkshire: Open University Press, pp. 44-62.

Session 2: Writing an ISP or Internship Proposal - Workshop

In this session we will look into the various elements of a research proposal and go over the ISP Rubric. The workshop focuses on the complex relationship between the process of conducting research and the writing process. Students are asked to participate in exercises and to prepare a draft proposal outline for the ISP or Internship.

Required Reading:

Organizing Your Social Sciences Research Paper: Writing a research proposal. Retrieved: <http://libguides.usc.edu/content.php?pid=83009&sid=2319840>

Recommended Reading:

Bell, J. (2010). *Planning the Project*. In *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science (5th ed.)*. Berkshire England: Open University Press.

Session 3: ISP or Internship Proposal Presentation

This session takes place after the students have decided upon their ISP topic or internship placement and drafted an ISP or Internship proposal. Students are asked to pitch their research or Internship project to their fellow students and guests. The aim is to improve the proposal and to explore resources (literature, relevant networks and organizations, key individuals).

After completing Modules 1-4, students will split into groups by ISP or internship. ISP students will take Module 5a, and internship students will take Module 5b.

Module 5a: ISP in the Context of Morocco

This module prepares the student for the ISP experience. It examines practices related to conducting research in Morocco. The module highlights the importance of applied methodology in the ISP experience and the expectations and responsibilities of the student.

Session 1: Preparing for the ISP

This introductory session prepares the student for the ISP. The session covers a range of areas that include how to approach and develop rapport with research participants, how to work collaboratively with the ISP advisor, and logistics of the ISP period, including travel, materials, and timelines. Students will also review the ISP assessment rubric.

Session 2: Work-Based Norms and Practices in Morocco

This session explores work-based norms and practices related to research in Morocco, exploring such issues as how best to describe the ISP to potential research participants and others, gender norms, issues of language, and expectations for behavior while conducting research, especially in rural areas.

Required Readings:

- Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press.
- Mcmurray, D. (2000). *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*. Minneapolis and London: University of Minnesota Press.

Session 3: ISP Applied Methodology

This session covers strategies of time management, networking strategies, and problem-solving research challenges.

Required Readings:

- Bell, J. (2010). Planning the Project. In *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science (5th ed.)*. Berkshire England: Open University Press.

Module 5b: Internship in the Context of Morocco

This module prepares the student for the internship experience. It examines work-based norms and practices related to internships in Morocco. The module highlights the importance of ethics in the internship experience and the expectations and responsibilities of the student, the host institution, and the program.

Session 1: Preparing for the Internship

This introductory session prepares the students for their internship in country. The session covers a range of areas that include résumé preparation and cover letter, dress, student objectives for the internship, and stages of student growth in the internship. Students will review the internship rubric.

Required Reading:

Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press.

Recommended Reading:

Switzer, F., & King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole, chapters 2 and 3.

Session 2: Work-based Norms and Practices in Morocco

This session explores work-based norms and practices related to internships and work in Morocco, exploring such issues as how best to describe the internship experience and purpose to potential internship hosts and others, gender norms, issues of language, and workplace expectations.

Required Reading:

Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press.

Session 3: The Ethics of Participating in an Internship in Morocco

This session outlines the responsibilities of the student and the host organization for a productive and significant experience that can serve the objectives of both. The session also reviews best practices for a successful internship and exposes the student's positionality in relation to the organization.

Recommended Readings

McDonald, F. (2011). Ethical Use of Interns. Retrieved from:
<http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf>

Evaluation and Grading Criteria

Description of Assignments:

Assignment I: Practice Interview

Students are asked to conduct a practice interview with one of the members of their host family. They are asked to write a small reflection (2-3 pages) about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up and wording of their questionnaire and consequently the outcome of the interview.

Assignment II: Reflection Papers

Reflection papers are 2-3 double space papers you submit at the end of every module where you address the module's readings, site visits, and class lectures and discussions. Reflection papers also include 2 to 4 page double space paper in which you reflect fieldwork experience in the village.

Depending on the nature and objectives of the program, the methods used may be qualitative or quantitative. The assignments developed for this course have the objective of assessing the use of these field methods in different cultural, political, and economic environments. The skills developed in the assignment aim to prepare students to carry out their Independent Study Project or internship with high ethical considerations.

Field Work Journal

Students are expected to keep a work journal where they will document thoroughly all the activities and assignments carried out during the course. This will also continue during the Independent Study Project or the internship period. The work journal is submitted for review and evaluation twice during the course of the semester.

Research/Internship Proposal

All students must develop a research or internship proposal. The research proposal should address a theme related to the program, include research question and objectives, theoretical framework, methodology, and comply with the ethical standards learned throughout the course. The internship proposal should include the objectives to be achieved during the internship period, a justification of the work and the organization selected, skills or areas in which the student can contribute to the work of the host organization, and an outline of the work plan to be carried out.

Participation

All students are expected to prepare for classes, attend and participate in all lectures, class discussions, field activities, and carry out all assignments and other activities prepared in the context of the Research Methods and Ethics course.

Assessment:

Practice Interview	15%
Reflection Papers	15%
Field Work Journal	20%
Research/Internship Proposal	40%
Participation	10%

Grading Scale:

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

Expectations and Policies

- Show up prepared. Be on time. Have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of classmates, lecturers, local constituents engaged with on the visits, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

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 process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.