

Field Methods and Ethics

ANTH3500 (3 Credits / 45 hours)

SIT Study Abroad Program:
India: Sustainable Development and Social Change

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.

Course Description

The *Field Methods and Ethics (FME)* course equips students with methodological as well as practical field research skills, with strong emphasis on local and institutional ethical guidelines to conduct cross cultural field based studies defined as independent study project(ISP), within the socio-cultural framework of rural and urban society in India. It also prepares students for internship opportunities with various national, international as well as community based organizations. The course emphasizes qualitative and interpretive research designs and covers topics such as description-interpretation and evaluation, philosophy of research, research proposal writing, literature review and research design, case study approaches, sampling approaches, unstructured and structured observations, interviewing, questionnaire design, content analysis, focus group discussion, data analysis, and academic writing. Students will also develop resource mobilization and management along with coping skills in complex environments. The course is delivered through lectures, field reflection, and one- to-one sessions spread across the semester, and through intensive workshops dedicated to research proposal development and on-the-ground practice during a week-long workshop with an NGO. This course integrates and applies classroom learning in language and thematic seminars to out-of-class experiences, which is ultimately tested through the execution and successful completion of the ISP.

Learning Outcomes

By the end of the course, students will be able to:

- Apply fieldwork methods: participant observation, ethnographic interviewing, group discussion, resource mapping, individual interviews, small scale survey, and case studies;
- Develop a feasible and realistic ISP proposal that will yield an interesting and academically rigorous project beneficial to the community and/or organization studied;
- Locate relevant, credible and evidence-based secondary data, and perform a critical literature review;
- Demonstrate the ability to gather, compile and analyze information gathered from primary and secondary sources including note-taking, transcription and field journals;
- Integrate knowledge of the ethical dimensions of working with human subjects to design and implement ethically sound and culturally sensitive study;

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

- Demonstrate application of research ethics with sensitivity and awareness in order to assess the impact of a researcher on local cultures being studied while conducting a cross cultural study;
- Identify the sensitive issues, information, topics and socio-cultural dynamics in the Indian context;
- Demonstrate application of in-class theoretical knowledge and fieldwork methods in out-of-class settings;
- Integrate Hindi language skills and information from the course in order to extend and deepen interest in, knowledge of and integration to Indian social life;
- Work effectively with foreign language interpreters and informants in conducting cross-cultural field study.

Language of Instruction

All the classroom lecture, workshop, excursion will be instructed in English, including the readings assigned. Students will be simultaneously apply classroom knowledge to the field to understand doing research in the field. Simultaneously students will also study Hindi which will provide them functional skills to connect with the community members and students are expected to engage with them in this language (to the best of their abilities) when the opportunity arises. The student will simultaneously interact with the communities during the field excursion and workshop in the rural and urban settings.

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.**

Reference books/online resource for the course:

Ahuja, R. (2001). *Research methods*. Jaipur: Rawat.

Desai, V., & Potter, R. B. (Eds.). (2006). *Doing development research*. London: Sage.

Rubin, A., & Babbie, E. (2011). *Methodology for social work research*. New Delhi: Cengage Learning

Trochim, W. M. *The research methods knowledge base*, 2nd Edition. Retrieved from <http://www.socialresearchmethods.net/kb/>

Module I: Theoretical Foundations and Fieldwork Methods and Skills (12 class hours)

This module will introduce students to basic research theory by focusing on cross-cultural description, interpretation and evaluation. Students will then be introduced to research design, research approaches and fieldwork methods. Students' capacity to develop a competent and ethically sound ISP proposal will be enhanced by training them on proposal design, locating relevant and evidence based secondary information, conducting literature reviews, and practice in the synthesis and analysis of primary and secondary information.

1.1: Description, Interpretation, and Evaluation (D-I-E)

Readings:

Hardt, M., & Negri, A. (2005). Two Italians in India. In M. Hardt, & A. Negri, *Multitude: War and democracy in the age of empire* (pp. 127-129). New York: Penguin.

Hanafi, H. (2013, 02 07). Retrieved from

<http://www.ispionline.it/it/documents/From%20Orientalism%20to%20Occidentalism.pdf>

Exercise: Description, Interpretation, and Evaluation

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

1.2: Field Drop-Off (3 sites - 3 hrs * 3 days=4.5 class hrs)

1.3: Developing the ISP Proposal and Conducting a Literature Review

Readings:

Wong, P.T.P. "How to write a research proposal" Retrieved from http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm
Meth, P., & Williams, G. (2006). Literature review and bibliographic searches. In V. Desai, & R. Potter (Eds.), *Doing development research* (pp. 209-221). London: Sage.

1.4: Research Design

Readings:

Ahuja, R. (2001). Research design. In R. Ahuja, *Research methods* (pp. 120-154). Jaipur: Rawat.
Rubin, A., & Babbie, E. (2011). Problem formulation. In A. Rubin, & E. Babbie, *Methodology for social work research* (pp. 124- 151). New Delhi: Cengage Learning

1.5: Research Approaches – Qualitative and Quantitative Research

Readings:

Mayoux, L. (2006). Quantitative, qualitative or participatory? Which method, for what and when? In V. Desai, & R. Potter (Eds.), *Doing development research* (pp. 115-129). London: Sage
Rubin, A., & Babbie, E (2011). Qualitative research methods. In A. Rubin, & E. Babbie, *Methodology for social work research* (pp. 387-417). New Delhi: Cengage Learning

1.6: Fieldwork Methods: Sampling, Data Collection Techniques and Tools

Readings:

Evans, S.L. (2006). Focus groups. In V. Desai, & R. Potter (Eds.), *Doing development research* (pp. 153-161). London: Sage.
Ahuja, R. (2001). Interview. In R. Ahuja, *Research methods* (pp. 221-238). Jaipur: Rawat.

Module 2: Ethics and Sensitivity in the Cross-Cultural Context (2 sessions - 3 class hours)

This module asks students to develop an awareness of issues of power and representation that arise in the process of completing fieldwork. This will be done in a reflective format. Topics addressed include ethics in conjunction with consent, confidentiality and reciprocity. Students will be made fully aware of SIT's IRB/LRB process, consent, confidentiality, and reciprocity. By reflecting on lectures on Indian society and culture and learning from field visits, students will be oriented to understand the influences of social and cultural values on their research process. This will bolster their awareness, responsiveness, and sensitivity for doing an ethical study project in the field while taking into consideration the dynamics of caste, class, gender and power relations in rural and urban Indian setting.

2.1: Research Ethics and Sensitivity

Readings:

American Anthropological Association. (1998). *Code of ethics of the American Anthropological Association*. Retrieved from <http://ethics.aaanet.org/category/statement/> .
SIT Human Subject Review Policy; Ethical Guidelines; SIT Local Review Board and

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

2.2: Field Realities: Problem Solving, Mobilizing Resources and Field Ethics and Sensitivity

Readings:

- Wilson. K. (1993). Thinking about the ethics of fieldwork. In S. Devereus & J. Hoddinott (Eds.), *Fieldwork in developing countries* (pp. 179-199). Boulder: Lynne Rienner.
- Harrison, M.E. (2006). Collecting sensitive and contentious information. In V. Desai, & R. Potter (Eds.), *Doing development research* (pp. 62-69). London: Sage.

Module 3: Field Practicum: Data Collection Techniques and Cross-cultural Fieldwork (12 class hours)

This module encourages students to apply classroom learning in their search for information in an outside context. This will be a practicum based module that will occur during excursions and two drop off's integrated with the Hindi language learning.

3.1 Excursion to Bikaner and Barefoot

3.2 FME / Hindi Drop-off

During excursion and drop off's, students will engage in mapping, group discussions, participant observation, transect walk and individual and group interviews. These activities will allow students to gain a solid understanding of the process and application of fieldwork methods. Maintaining a field journal from the beginning through the end of the semester will chart the development of their cross-cultural learning. Writing assignments in the course will enable them to develop critical analysis and writing skills and since the field process will be actively reflected in regular debriefing, synthesis and thematic conclusions, student will gather an in-depth understanding of conducting cross-cultural field studies ethically and sensitively.

3.3 FME Three Interviews and Oral Presentation

See Description of Assignments for more details.

Module 4: Individualized ISP Field Preparation (15 class hours)

This module will help students in designing, planning in execution of ISP prior to the fieldwork through individualized one-to-one meetings with the ISP supervisor. During this module, students will engage in brainstorming and formulating ISP ideas and topic, discuss context and topic specific ethics and sensitivity, literature review ideas and locating resources, context specific research approaches and methods and organizing field logistics.

4.1 Student Individual Meetings with Academic Director/ISP supervisor

4.2 ISP Proposal Critique

Peer-to-Peer conversations about proposal content and ideas for improving proposals in advance of final submission to the Local Review Board (LRB) for approval.

4.3 ISP Mechanics - SIT ISP Field Guidelines

This class will be carried out in an open format to discuss about communication in field, SIT safety and security guidelines and anything that student wants to clarify. The program will consistently review and reinforce the guidelines, depending upon site and topical context.

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

4.4 Submit ISP Proposal to Local Review Board (LRB) for Approval Prior to Starting Fieldwork

Evaluation and Grading Criteria

Description of Assignments:

I. Foundations in Fieldwork - Description, Interpretation and Evaluation Exercise

Designed to help students develop orientation and observation skills in an experiential manner, the Foundations of Fieldwork Exercise is based on the D-I-E (Description, Interpretation and Evaluation) method. “Drop-off”, a unique SIT activity, forms the basis of the fieldwork exercise.

Assignment Requirements:

This two part assignment requires students to compile rough field notes and transcribe them in the D-I-E format based on observations at a local *basti* in Jaipur and old city.

- a) *Rough notes:* Students must bring a notebook both to the *basti* and a random place and record in as much detail as possible all observations about the location, the local residents/shopkeepers, the key development issues and questions that are both subjectively observed and, if appropriate, articulated in group interactions. Students should record all sensory information in a rough stream-of-consciousness form. These notes are not expected to be polished; students need not employ complete sentences and proper grammatical constructions. Instead, these notes are simply a tool for honing the each student’s observation skills and leading students to note the subtle details that can provide the foundation for important research insights and revelations. The rough notes for both visits should be written in the same notebook and clearly labeled. Evaluation criteria include: comprehensiveness of notes; labeling of time, places, and identification of speakers; and detailed variety of observations.
- b) *D-I-E transcription:* **D-I-E** is a tool or system for discerning among neutral facts, interpretation of such facts within specific social-cultural contexts, and subjective evaluations of such information from passionate and opinionated positions. Correctly used, the D-I-E system can be a useful aid for fieldworkers to organize data, distinguish facts from personal ideas, interpret possible meanings of events and situations, and critically examine their own subjective, emotional or biased reactions.

Description: Describe the experience without attributing meaning. Try to be as objective as possible using purely descriptive techniques without adding anything about what is seen in terms of its meaning to participants (interpretation) or to yourself (evaluation).

Interpretation: Interpret what you see, using what you know from your own experience and cultural background or what you have learned about the cultural context you are now experiencing in India. What you are looking for here are ideas of what the event you are witnessing means to the people you are observing.

Evaluation: To evaluate is to pass judgments using some assumed standard of comparison. It involves our opinions of and explanations for what has happened, what ought to happen or what we feel should or should not happen. Remember that it is always possible and very important in current thinking in the social sciences to be reflexive in making your own evaluations. This means we should take into account the cultural and personal reasons that may have an effect on how we make an evaluation. In current thinking there is no “objective” analysis outside of someone’s evaluative position.

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

Each section of the D-I-E should be approximately one paragraph. The evaluation of this assignment will be based on the following criteria: correct use of the D-I-E format (if you still have questions or doubt about this after it has been explained, please do not hesitate to ask for more clarity); depth of cultural insights expressed in the interpretation section; evidence of self-reflexivity in the evaluation section.

2. Three Interviews Assignment Oral Presentation

The Three Interviews assignment is based on the student's selection of a particular topic, preparing interview questions and actually conducting formal interviews with a required end outcome of 10 minutes individual oral presentation on the process of interview and the learnings on ethnographic interview process and its dynamics.

Students should select a single topic about their ISP or another 'sustainable development and social change' topic of interest and conduct three interviews. Two of your interviews must be conducted outside yours or your classmate's home stay. You are not allowed to interview any SIT program staff members. Advanced planning is needed. Students are required to put sincere efforts to find, mobilize, and reach out to resources/respondents, like some local governmental or nongovernmental organizations representatives and related experts. Two interviews should be face-to-face and one either through phone or email.

Working on this assignment will be a cumulative process resulting in an individual 10 minutes oral presentation that includes description of the interview process and the dynamics of the interview process. Assessment will look at the inclusion of following points in your oral delivery:

- Topic and its context for this interview assignment
- Choice of respondents- selection (whom and why) and how were they reached
- Description of the interview settings and interview process
- List of interview dynamics/learnings observed during the interview process
- What will you do differently or keep in mind while conducting interviews during ISP by reflecting on each learning and stating how you will address that in future interviewing

For the interview process and learning, reflecting on the following but **not limited** to could be useful: influences on interviews due to length of interview, place of interview or interview in presence of other; did you form a quick interpretation, impact of your researcher bias; did you choose the right respondents, were your questions chronology right, were the questions easily understood and answered by the respondent etc?

3. ISP Proposal

The third assignment, the ISP Proposal and Work Journal, is an opportunity for students to practice the skills that will be necessary to conducting their ISPs in the development of a formal research proposal. Students are required to develop a detailed ISP proposal for either a research-based and creative project before execution of the study. Developing successive versions of the ISP abstract and proposal; conducting detailed literature review, integrating feedback given by AD/ISP supervisor during meetings and on draft proposals; preparation and follow-up for meetings with AD/ISP supervisor; independently organizing ISP field logistics confidently in consultation with ISP advisor, showing sincere efforts and interests on developing and planning, and execution of the project are some of the criterias used for final evaluation and grading.

3.1 ISP Proposal- Research

The primary components of the ISP-research project proposal are:

- Title of the project (even if it changes later, give your proposal a title)

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

- **Abstract:** Abstract is a stand-alone statement that briefly and concisely conveys the essential information of a paper. Starting with few lines on situating your study (background/context of topic) followed by what your study is about and what research questions you will answer during ISP and what methods will be used to gather information, concluding with the scope or relevance of your study, is the perfect face of the abstract. It should be clear, concise and non-repetitive. The average length of an abstract is a maximum of 1-2 paragraphs. It is not a project proposal, introduction or table of contents. **Please remember it should be *single spaced, in italics and should be around half a page.***
- **Background/Introduction:** Main purpose of the introduction is to situate your study so as to enable the reader to understand the context of your study; hypothesis; expectation; theoretical models; definitions of key terms and ideas, and relevance of your study topic and research questions you will investigate. With reference to the literature review, you will be able to better place your background within academic, theoretical, and topical context. An introduction usually ends with statement of your focus (e.g., a focal statement, thesis statement, purpose statement, or hypothesis). This statement tells the reader specifically what you are doing in your ISP, elaborating your research questions and how will you answer your research questions.
- **Literature Review:** This is an analytical summary of previous work in your field. You should do an in-depth literature review of the secondary sources that you will use as background research on your topic. The information from the literature review can help you in forming your background/introduction section as it will help you to identify your research themes, formulate your research questions and identify fieldwork methods and provide justification for your choice of topic, study area/location. The literature review should include minimum 7-8 diversified types of secondary information that are evidence-based, scholarly written, reliable and credible and sourced from journal articles and books. It should demonstrate appropriate background research into published materials on your topic and explain the key theoretical points of each work listed so as to illustrate their importance for the ISP project.
- **Methods:** You should elaborate on the fieldwork methods and discuss in details about ethics and sensitivity guidelines followed for Local Review Board (LRB)/IRB.
- **Itinerary for the field study period:** Please be as specific as possible, including dates and places where you plan to conduct your field study, and any/all contact information that you have for each location and date. If at any time we cannot contact you because you have failed to give us accurate and up-to-date information on your whereabouts, you may be subjected to penalties ranging from probation to dismissal from the program, depending on the severity of the situation (1 page).
- **Timeline for the field study period:** Unlike the itinerary, the timeline should focus on what you plan to do at each stage of your field study. This, again, is likely to change once you begin field study, but you should set specific short-term goals that will lead to the completion of the final project (1 page).
- **Budget for the field study period:** The budget should include your total projected expenditures for travel, room and board, along with any additional costs associated with hiring translators, material purchases, and typing and binding charges. Each item should have a separate line, and the total projected expenditures must be clearly located at the bottom of your budget (1 page).

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

- Information about your ISP Advisor: You must have an ISP advisor. ISPs unsupported by the assistance and evaluation of an ISP advisor will not be accepted. If you are unable to finalize your ISP advisor before leaving Jaipur, please list as many alternate ISP Advisors in your ISP Proposal as possible, along with notes on contacts for an ISP Advisor to be located in the field (as many pages as necessary).
- Bibliography: Citations must be complete and use a consistent format.
- Human Subject Review Forms: This will be emailed to you in advance and you are required to submit this with your draft ISP proposal.

3.2 ISP Proposal- Creative

If you are proposing a creative ISP, you will first identify and discuss the relevant sources to demonstrate familiarity with the area of research or creative work that you are proposing.

Your qualifications may include, but need not be limited to the following criteria:

- a) Evidence of training and skills in your nominated area of creative work, e.g. poetry, painting, film-making etc.;
- b) University-level major or minor training in use of that medium, you may have published a piece of writing, or you may have exhibited your paintings or photographs, etc.;
- c) Relevant university-level coursework or professional training (provide course names and semester/year completed). High school-level classes do not suffice;
- d) Exhibit of your work, with specific details of when and where exhibited;
- e) Relevant prizes won, publications, relevant work experience, etc.

You will only be allowed to pursue a creative ISP if you can clearly demonstrate pre-existing training and skill beyond the high school level. Your SIT advisor is *not* responsible for teaching you the creative skills necessary for your project or assisting you with the production of your creative work. *You will not be allowed to change to a creative project later.*

The primary components of the creative ISP project proposal are:

- Title of the project (even if it changes later, give your proposal a title): It should be clear from the title that it is a creative project and tell the reader what artistic medium you are using (e.g. video, painting etc.). It is vital that someone reading your title can understand exactly what your project is about.
- Abstract: An abstract is a stand-alone statement that briefly and concisely conveys the essential information of a paper based on creative work. It should start with a few lines on situating your creative work (scope and relevance of the work), followed by what your work is about and what questions you will answer during work. It should also mention the methods you will use to gather information for the completion of the creative work. It should be clear, concise and non-repetitive. The average length of an abstract is a maximum of 1-2 paragraphs. It is not a project proposal, introduction or table of contents. **Please remember it should be single spaced, in italics and should be around half a page.**
- Background/Introduction: Main purpose of the introduction is to situate your creative work so as to enable the reader to understand the context of your work; hypothesis (if any); expectations; theoretical models; definitions of key terms and ideas, and relevance of your creative approach and questions you will investigate. An introduction usually ends with a statement of your focus (e.g., a

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

focal statement, thesis statement, purpose statement, or hypothesis). This statement tells the reader specifically what you are doing in your creative ISP, elaborating on the process intended and how will you accomplish the desired creative work and relate it with the theme India: Sustainable Development and Social Change. Also, please provide a historical review of the body of Indian work in the chosen medium that relates to India's development and change and how this fits within an international context. Also include information on the particular aspect of the theme of the course that you will address in your work.

- **Literature Review:** With the literature review, you will be able to better place your background within academic, theoretical, and topical context. This is an analytical summary of previous creative work in your field. You should do an in depth literature review of the secondary sources that you will also use as background research on your topic. The information from the literature review can help you in forming your background/introduction section as it will help you to identify your research themes, formulate your research questions and identify fieldwork methods and provide justification for your choice of topic, study area/location. The literature review should include minimum 7-8 diversified types of secondary information that are evidence based, scholarly written, reliable and credible sources derived from journal articles and books. It should demonstrate appropriate background research of published materials on your topic and explain the key theoretical points of each work listed so as to illustrate their importance for the ISP project.
- **Methods:** You will include what type of artistic medium you will use (e.g. travel writing, nature writing, poetry, painting, sculpture etc.); the form and purpose of your proposed work; and a description of any individuals or organizations you will be working with. This section should include a description of the concepts used in the creative work; what you hope to gain from the experience; what methods will be used to collect required primary information and how, and by whom, your creative work might be used. You should elaborate on the fieldwork methods and discuss in details about ethics and sensitivity guidelines followed for LRB/IRB. Also include the kind of background research you might undertake to inform the content of your creative work (eg., primary research techniques such as interviews, surveys, observation etc., reviewing other creative work, reviewing the literature). A brief account of intended process of creating your work will be useful to include in this section too.
- **Itinerary for the field study period:** Please be as specific as possible, including dates and places where you plan to conduct the creative ISP, and any/all contact information that you have for each location and date. If at any time we cannot contact you because you have failed to give us accurate and up-to-date information on your whereabouts, you may be subjected to penalties ranging from probation to dismissal from the program, depending on the severity of the situation.
- **Timeline for the field study period:** Unlike the itinerary, the timeline should focus on what you plan to do at each stage of your field study. This, again, is likely to change once you begin field study, but you should set specific short-term goals that will lead to the completion of the final project.
- **Budget for the field study period:** The budget should include your total projected expenditures for travel, room and board, along with any additional costs associated with hiring translators, material purchases, and typing and binding charges. Each item should have a separate line, and the total projected expenditures must be clearly located at the bottom of your budget.
- **Information about your ISP Advisor:** You must have an ISP advisor. ISPs unsupported by the assistance and evaluation of an ISP advisor will not be accepted. If you are unable to finalize your ISP

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

advisor before leaving Jaipur, please list as many alternate ISP Advisors in your ISP Proposal as possible, along with notes on contacts for an ISP Advisor to be located in the field (as many pages as necessary).

- **Bibliography:** Citations must be complete and use a consistent format.
- **Human Subject Review Forms:** This will be emailed to you in advance and you are required to submit this with your draft ISP proposal.

3.3 Work Journal

Evaluation for the ISP Work Journal (for both research based and creative) emphasizes your attention to process, and degree of preparation for each of your formal meetings.

The following points of evaluation are to be noted:

- Consistent effort in developing proposal
- Consistency of entries in journal demonstrating a steady pace of progress with details of contacts, resources etc.
- Evidence of preparation for and follow-up from your formal meetings over the semester with AD and Academic Coordinator, ISP contact person
- Development of project in relationship to your objectives
- Integration of Hindi language learning where appropriate

4. ISP Individual Meetings

Students should have at least five consultations meeting with the Academic Director/ISP Supervisor with regard to their research based or creative ISP design, execution and organizing ISP field logistics. It is the student's responsibility to sign-up for meetings during office hours.

Assessment:

Evaluation and Grading

1. Active and meaningful participation in class and field visits including reading assigned readings	10%
2. Foundations of Fieldwork – D-I-E Exercise (10%) and Rough Notes (10%)	20%
3. Three Interviews Oral Presentation Assignment – Interview process	20%
4. ISP Proposal	35%
5. ISP Individual Consultation Meetings	15%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C

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

70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Expectations and Policies

Show up prepared. The course is based on group learning so you must participate fully. Be on time for all lectures, workshops and field trips. There are many long days so you must be well rested and have a clear head and have your readings completed and points in mind for discussion or clarification.

Complete assignments on time. Assignments are due by 5pm unless otherwise instructed. Assignments are docked 5% for each day or part of a day that they are late. Contact the Academic Director in advance if health or other issues prevent you from submitting an assignment on time. All assignments must be completed to receive a passing grade. Graded assignments will be returned within two weeks of submission.

Field Trips/Excursions. Eight hours in a day are expected to be spent doing fieldwork and visits. You are expected to act appropriately; by taking notes, paying attention, and engaging the host through careful listening, making eye contact and asking questions. You should refrain from using cell phones, iPods, the internet and engaging in side conversations during learning sessions. Photographs should be taken at the end of a session only.

Comply with academic integrity policies. No plagiarism or cheating, nothing unethical.

Respect differences of opinions (of classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Further Information & Policies

Students are expected to attend and participate in all class sessions. Specific information on assignments will be handed out during orientation and also discussed during the semester. Information regarding policies on academic integrity, ethics, academic probation, diversity and disability, sexual harassment, and the academic appeals process is available in the student handbook. Syllabi and course schedules are subject to change in the event of extenuating circumstances. If you are late or absent from any activity, it is your responsibility to get in touch with the Academic Director and other students to check on announcements made while you were absent.

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>.

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