Community Health Research Methods & Ethics
IPBH3510 / 4 credits/ 60 class hours

International Honors Program
IHP Health and Community
Track 2 – HCC

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

Course Description

How can we be sure that our interventions in local policy, development, and medical treatment are effective? How do we know if they are needed or even wanted? And why might our own assumptions about objective data from diverse societies prevent us from asking the "right" questions, or—worse yet—cause us to do more harm than good? As it turns out, effective contributions to policy and practice for positive health outcomes in diverse cultural contexts always begin with a sound research methodology. In this course, you will begin to identify and address important public health issues by learning from community-based researchers.

Drawing heavily on key concepts and tools developed by anthropologists—experts who study people and their complex experiences in the world—community-based research actively involves local participants in the design, implementation, and dissemination of research. As a student, you will learn about these practices and use tools like mapping, interviews, surveys, and visual-data collection. This will allow you to learn from first-hand experience, direct observation, and those rich learning moments found where humans live the majority of their lives: in informal social interactions (e.g., meals, commutes, games, visits, shopping). Unlike quantitative methods, which stress comparability across "big data," these anthropological tools stress research that is "emergent" and generates knowledge through analysis of "deep data." This type of deep data is what transforms focused, hypothesis-driven research into unexpected, experience-driven insight.

The central fieldwork component of this course is the **case study** project, a small group exercise focused on investigating a theme across all four country sites. You will also conduct individual data collection exercises (**mapping, interviewing**, etc.) in which you will experiment with different data-collection methods on a regular basis, and class-time will be partly devoted to practicing these methods and discussing your experiences, strategies, and critiques of these methods in a collegial workshop setting. Student research and critiques will culminate in a final **magazine project,** shared with the HCC class, at the end of the semester.

You are expected to work with one another to probe and understand the issues presented to you for fieldwork and that you will do so in a methodical, but open-minded way. That is, you will apply the methods learned in class to systematically approach and report on your fieldwork while allowing your *questions to evolve along with your insights*. The insights gained will prepare you for future work or study where you will be expected to research and propose appropriate interventions in public health or other fields.

Class Format

In each country, students will encounter—and be confronted by—different realities in which human health, understood as disease, illness, and wellbeing, are at stake. To tackle these complex situations, this course will be quite different from those typically taught at a university (or even in a single country!). Instead of exploring various themes stretched out over a whole semester, key topics will be reiterated cyclically *within* each country site. These **Paths of Inquiry** comprise current interests in the social science of human health, and form the backbone of our comparative approach to understanding global Health and Community.

Within each country cycle, students will tackle and compare these themes by reflecting on the unique or overlapping questions they pose with respect to: (1) research methodologies, (2) ethics, and (2) techniques for analysing, interpreting, and presenting collected data. As such, students will learn to process data and communicate ideas both **individually** and within **groups** using the **workshop** format.

The spirit of this course is to create an environment where the immediacy and intensity of individual experiences shared by peers—the here-and-now of study abroad—can generate interesting questions and insights through workshops and discussions that are not only personally profound, but intellectually meaningful too.

Learning Outcomes

The *Community Health Research Methods* course comprises 60 class hours of instruction (4 credits). In this course, students will gain an understanding of community-based health research, and apply methodological tools and ethical approaches to investigating case study topics in cross-cultural contexts. By the end of the course, students will be able to:
- Formulate well-crafted research questions, and assess and choose appropriate research methodologies to explore them.
- Apply community-based approaches, principles, designs, and tools to assignments and case study research opportunities in the field in each country.
- Understand key ethical issues and challenges to conducting research with human beings.
- Evaluate key challenges faced by both participants and researchers (individually and in a team) in engaging in community-based research projects.
- Analyze qualitative data thematically and effectively.

Grading Scale

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

Note: Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.

Course Schedule*
Topics, readings, and assignment details are subject to change, as deemed necessary by faculty.

All course readings will be available in Dropbox in electronic format at the beginning of the semester. Required readings will also be available as a hard copy at the beginning of each respective country stay.

Lecture Topic	Key Concepts	Reading
RME 1. Introducing community research methods & ethics (USA) *Practice: Mapping techniques*	Concept of the week: **COMMUNITY** Fieldwork, ethnography, participant-observation, positionality, fieldnotes, participatory mapping, emic, etic, ethnocentrism	Eriksen, Thomas H. 1995 "Ch. 3. Fieldwork and ethnography." In *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London & New York: Pluto Press. Pp. 27-43 Perfect City Working Group. 2017. "What do you avoid? Where do you belong?" In *Urban Omnibus: a publication of the Architectural League of New York*, 15 July 2017 (Electronic document). Recommended: Bendiner-Viani Gabrielle. 2013. "The big world in the small: layered dynamics of meaning making in the everyday" In *Environment and Planning D: Society and Space* 31: 708-726
RME 1 applied. Neighborhood day in DC *Practice: Mapping, observation, participant-observation, jottings, fieldnotes, interviews*		
RME 2. In the field: participant-observation and data collection (VIETNAM) *Practice: Taking & coding fieldnotes* *Prep: Visit to Traditional Medicine Street*	Concept of the week: **KNOWLEDGE** "Case" vs. "sample" logics, double-entry notes, fieldnotes coding, data vs. information, reflexivity	Wolfinger, Nicholas H. 2002. "On writing fieldnotes: collection strategies and background expectancies." In *Qualitative Research* 2(1): 85-95. Sunstein, Bonnie S. and Elizabeth Chiseri-Strater. 2012. "Ch. 2 (excerpts)". In *Field Working: Reading and Writing Research*. New York: Bedford. Pp. 73-84. Recommended: Agar, Michael. 1980. "Ethnography." In *The Professional Stranger: An Informal Introduction to Ethnography*. New York: Academic Press. Pp. 63-76.
RME 2 applied. Visit of Traditional Medicine Street, Hanoi *Practice: Participant-observation, jottings, fieldnotes, interviewing with a translator*		

RME 3. Encounters: building rapport and interviewing (VIETNAM) *Practice: Interviewing techniques* *Prep: Visit to villages*	Concept of the week: **PRIVACY** Interlocutor/ informant, face-work, address and rapport, interview, graphic elicitation, translation, transcription, consent	Goffman, Erving. 1967. "On face-work." In *Interaction Ritual*, London: Penguin Books. Pp. 5-46 (excerpts). Carpiano, Richard. M. 2009. "Come take a walk with me: the 'go-along' interview as a novel method for studying the implications of place and health and wellbeing." In *Health and Place* 15(1): 263-272. Recommended: Bagnoli, Anna (2009). "Beyond the standard interview: the use of graphic elicitation and arts-based methods." *Qualitative Research* 9(5):547-570.

RME 3 applied. Visits to villages, Mai Chau *Practice: Social norms and face-work, informal/semi-structured interviews, working with translators, team work*		

RME 4. Thick data: the importance of context (VIETNAM) *Practice: Contextualizing data & interlocutors*	Concept of the week: **CONTEXT** Thick data, big data, sample, case, story, data saturation	Wang, Tricia. 2013. "Why big data needs thick data". In *Ethnography Matters* (blog), May 13, 2013. Stack, Carol. 2000. "Domestic networks: those you count on" In Brettell et al. (eds.) *Gender in Cross-Cultural Perspective*. Third Edition. Prentice Hall. Pp. 361-371. Recommended: Pope, Catherine and Nick Mays. 1995. "Reaching the parts other methods cannot reach: an introduction to qualitative methods in health and health services research." In *BMJ* 311(1): 42-45.
RME 5. Mapping knowledge from the body (SOUTH AFRICA) *Practice: Body-mapping*	Concept of the week: **GENDER** Sensory ethnography, body-mapping, cognitive mapping, counter-mapping, visceral methods, embodiment, story-telling	Sweet, Elisabeth L. & Sara Ortiz Escalante, 2014. "Bringing bodies into planning: visceral methods, fear and gender violence." In *Urban Studies*. Pp.1826-1845. Campos-Delgado, A. (2018). "Counter-mapping migration: irregular migrants' stories through cognitive mapping." In *Mobilities* 13(4): 488–504. Recommended: Pink, Sarah. 2015. "Ch 1. Situating sensory ethnography: from academia to intervention" & "Ch. 2 Principles for sensory ethnography." In *Doing Sensory Ethnography, 2nd Edition*. Los Angeles: Sage Publications, Pp. 3-24; Pp. 25-32. Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. 2012. "Body-map storytelling as research: methodological considerations for telling the stories of undocumented workers through body mapping." Pp. 5-47.

RME 6. Revealing lives: "truth" and ethics (SOUTH AFRICA) *Practice: Ethics and anonymization tools*	Concept of the week: **LABOR** Relational ethics, situational ethics, ethics of care, truth, information, coproduction of knowledge, confidentiality, anonymization	Bleek, Wolf. 1987. "Lying informants: a fieldwork experience from Ghana." In *Population and Development Review* 13(2): 314-322. Ellis, Carolyn. 2007. "Telling secrets, revealing lives: relational ethics in research with intimate others." In *Qualitative Inquiry* 13(1). Pp. 3-29. Recommended: Ross, Fiona C. 2005. "Codes and dignity: thinking about ethics in relation to research on violence." In *Anthropology Southern Africa* 28(3&4): 99-107. Watkins, Susan C. & Ann Swindler. 2009. "Hearsay ethnography: conversational journals as a method for studying culture in action." In *Poetics* 37(2), pp. 162-184. American Anthropological Association. 2009. *Code of Ethics.*
RME 7. Producing images: reflexivity and care (SOUTH AFRICA) *Practice: Visuals (photos, infographics) for the magazine (bring computer)*	Concept of the week: **CARE** Politics of representation, gaze, othering, exotization, decentring, visual ethnography	Kleinman, Arthur & Joan Kleinman. 1996. "The appeal of experience; the dismay of images: Cultural appropriations of suffering in our times." In *Daedalus* 125(1): 1-23. Wainaina, Binyavanga. 2008. "How to Write About Africa." In *Granta* 92, 10 December. Recommended: Schwartz, Dona. 1989. "Visual ethnography: Using photography in qualitative research." In *Qualitative Sociology* 12(2): 119-154 (ask faculty which parts to focus on).
RME 8. Listening to the field: soundscapes and sound maps (ARGENTINA) *Practice: Sound maps and other maps* for the magazine (bring computer)	Concept of the week: **POWER** Soundscape, podcast, sound map, noise vs. sound,	[Podcast] Cardoso, Leonardo. 2012. "Listening to São Paulo, Brazil." In *Sounding Out!* (Electronic document). [Podcast] Novak, Dave. 2013. "The sounds of Japan's antinuclear movement." In *Postnotes on modern and contemporary art around the globe*. (Electronic document). Thulin, Samuel. 2016. "Sound maps matter: expanding cartophony." In *Social & Cultural Geography* 16(2): 192-210. Recommended: London Sound Survey. 2017. "Sound map : street life 2017" (Electronic document) & "Sound action by category: religious" & "social" (Electronic document).

| RME 9. Making public(s): publishing findings

(ARGENTINA)

Practice: Planning contents & peer-review for the magazine (bring computer) | Concept of the week: **MARGINS**

Publics, counterpublics, public opinion, voice, public anthropology, collaborative ethnography, peer-review | Warner, Michael. 2002. "Publics and counterpublics." In *Quarterly Journal of Speech* 88(4): 413-425.

Farmer, Paul. 2009. "Ch. 17 Fighting words." In Waterston Alisse & Maria D. Vesperi (eds.) *Anthropology off the Shelf: Anthropologists on Writing*. London: Wiley-Blackwell. Pp. 182-190

Recommended:
Lassiter, Luke E. 2004. "Collaborative ethnography and public anthropology." In *Current Anthropology* 46(1): 83-106. |
| RME 10. Comparative research: potentials and problems

(ARGENTINA)

Practice: Team work on magazine (bring computer) | Concept of the week: **FUTURE** | May, Tim. 2011. "Comparative research: potential and problems." In *Social Research: Issues, Method and Process.* Berkshire: Open University Press. Pp. 243-268.

Flyvbjerg, B., 2006. "Five misunderstandings about case-study research." *Qualitative inquiry*, *12*(2). Pp. 219-245.

Recommended:
Holmes, Seth. 2012. "The clinical gaze in the practice of migrant health: Mexican migrants in the United States," *Social Science & Medicine* 74(6). Pp. 873-881. |

Assignments

Assignments (except for hard copy assignments) should be submitted via the course's flash drive. The flash drive should contain 4 country folders to classify assignments. Please do not create any subfolders inside the country folders and do not password protect your documents. Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font (unless otherwise stated). The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

The flash drive should be labeled with the student's code name (tape and sharpies are provided). Code names are set up at the launch in DC. You will keep the same code name throughout the semester. IF I CANNOT IDENTIFY WHOSE FLASH DRIVE IT IS BEFORE OPENING IT, I WILL CONSIDER THE ASSIGNMENT NOT HANDED IN. You may not turn in your work on someone else's flash drive—be prepared to replace the flash drive provided if it is lost or broken.

Please include your code name on every page of the assignment itself in the header, and the file name should have the following naming convention:

CodeName_Country_NameOfAssignment.doc   e.g. Basil_Vietnam_Fieldnotes2.doc

For hard copy assignments, submit the original. KEEP A COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean scanning or photographing any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

See end of syllabus for late work and make-up assignments policies.

Assignment	Due	Date	Length	Pts
Engagement and participation	Throughout the semester			10
Map 1	Week 2 USA		Map + 1 page	2,5
Map 2	Week 3 Vietnam		Map + 1 page	5
Map 3	Week 3 South Africa		Map + 1 page	5
Map 4	Week 3 Argentina		Map + 1 page	5
Interview report I	Week 2 USA		2 pages	2,5
Interview report 2	Week 4 Vietnam		2 pages	5
Interview report 3	Week 4 South Africa		2 pages	5
Interview report 4	Week 4 Argentina		2 pages	5
Group presentation USA	Last week of country		10-12 min	5
Group presentation Vietnam	Last week of country		20-25 min	10
Group presentation South Africa	Last week of country		20-25 min	10
Group presentation Argentina	Last week of country		40-45 min	20
Final magazine contribution	Week 4 Argentina		Tailored	10
Total				**100**

Engagement and participation (10%)

This program is built upon the conviction that open discussion results in deep insights and powerful learning. Course assignments are created to facilitate synthesis, but also critical evaluation of ideas. Dialogue in class about these critiques—the strengths and weaknesses of what we know—is critical. For this reason, *your engagement and participation are required*. As a learning community, each one of us influences the learning environment. Please take responsibility for your role in this environment and come to class having read the required texts and ready to engage with others in a positive and thought-provoking manner. IHP is an experiential learning program: You have to show up to have the experience. *Missing one class means a small makeup assignment (determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade*.

Mapping assignments (17,5%)

Used in various disciplines such as art-therapy, human geography, urban planning or architecture, mapping techniques give access to people's embodied/sensorial perceptions of their environment, and/or spatial perceptions of their own bodies. They are potent research tools: having a geography on which to imprint people's experiences makes them harder to dismiss or ignore. Mapping can be used to build rapport or interview a research participant. In class we will learn about different mapping techniques, and you will submit 4 different maps over the course of the semester. While you may choose which type of mapping technique you want to use for each assignment, you must experiment with at least 3 techniques over the course of the semester.

Mapping techniques you may choose from:

a. Avoidance map
Refer to Perfect City Working Group (2017) (RME 1) and Carpiano (2009) (RME 2)
(will be experimented with in DC)

Informal/creative map that represents what, whom, or where an individual avoids, whether it is real or imaginary, and what the consequences might be of successfully avoiding that person, place, or thing—or not. Based on the idea that the environment holds little meaning outside of its social use (Bendiner-Viani, 2005: 467), this mapping technique reveals how gender, race, class, age, culture, and citizenship status informs an individual's experience and perception of their environment. Having research participants map what they avoid also shows us where they feel they belong, and can open broader conversations on belonging, privilege, exclusion, displacement, and sense of home.

Process:
Ask someone from the local community, such as a homestay family member, if they are willing and interested to tell you about their neighborhood. You may do this either during your time in the city or in the rural stay but be aware that time is required for building rapport, so setting up a meeting might be easier in the city. Inform your participant that the activity will take approximately 30 minutes. Be sensitive to the availabilities of your research participant: to prepare for the mapping activity, take advantage of regular activities you are already doing with them, that involves walking/driving around the neighborhood, such as food shopping or taking a child to school.

Ask the participant to draw a map of their neighborhood that includes the elements below. Make sure to formulate questions with tact: remember you are asking questions about avoidance, and may thus touch on sensitive topics:
- Location of home in relation to the neighborhood?
- Avoided routes or places? Relations and sensations linked to routes/places?
- "Public" and "private" boundaries? "Male" and "female" or "old" and "young" territories?
- Recent or not-so-recent changes (gentrification, displacement, destruction, pollution, etc.)?
- Zones of stress and danger? Local or personal history linked to these zones?

Submit:
- Avoidance map co-drawn with research participant

b. Body-map
Refer to Gastaldo et al. (2012) & Sweet et al. (2014) (RME 5)

Life-size human body image, using drawing, painting or other art-based techniques to visually represent aspects of people's lives, their bodies and the world they live in (for practical reasons, you will not do a life-size version for this assignment, but a reduced version no bigger than a small poster). Body mapping is a way of "telling stories," and of understanding, documenting and connecting to people's realities through their embodied (sometimes non-verbalized) experiences. Body-mapping has a long history as a therapeutic process as well as being used as a research method.

Process:
Ask someone from the local community, such as a homestay family member, if they are willing and interested to tell you more about their life story. You may do this either during your time in the city or in the rural stay but be aware that time is required for building rapport, so setting up a meeting might be easier in the city. Inform your participant that the activity will take 30 minutes to an hour. Be sensitive to your participant's availabilities, perhaps use this mapping activity as an interview opportunity which you would do with them anyway, so as to do two things at once. Come prepared with colored pens, sharpies, and any other art supplies you wish. While a body-map is usually drawn life-size, use an A4 piece of paper for this assignment.

On a sheet of paper, ask the participant to:
1. Trace the outline of their body
2. Represent their personal journey (time-line under the body for example)
3. Draw their personal symbol & write their personal slogan
4. Draw marks on/under the skin
5. Draw their self-portrait (i.e. draw the face in more detail)
6. Scan the body for difficulties and strengths

7. Draw their support structures
8. Draw their future
9. Write a message to others

Submit:
- Body-map drawn by research participant

c. Sound map
Refer to London Sound Survey (2017) & Thulin (2016) (RME 8)

A collection of audio files attached to geographical coordinates (dots/pins on a map). Sound maps prompt a rethinking of cartographic practice—so often preoccupied with the visual—by delving into aural information and experience. It is a form of counter-mapping and artistic mapping blurring objectivity and subjectivity, challenging the idea of a separation between representation and experience, and shedding light on the processual nature of cartography. For this assignment, you will focus on sounds that affect people, including situations where people make sounds together towards a common goal. The recordings can be human sounds—announcements, singing, speeches, broadcasts, etc. (we will discuss in class what voices are ok to record, cf. IRB) —or non-human sounds—sirens, bells, machinery, technology, animals, etc.

Process:
Use inbuilt recording app on your smartphone or a separate recording device to record sounds of approximately 30 seconds (minimum recommended). Record sounds or sonic atmospheres that affect people (including yourself). You will not use all of the recordings you did, but a collection of those: between 10-15 recordings (max.). Always label (location, time of day, day of week, date) and save your recordings on your computer as you go (ideally every day). Take jottings or fieldnotes along the way, these will serve as base for your sound map later on.

Submit:
- Geographic map with numbered dots/pins corresponding to recordings
- File of each recording in mp3 format, numbered and titled (10-15 recordings max.)
- List of numbered recordings with title/label of each recording:

  e.g. East London Muezzin — The muezzin at the East London Mosque, Whitechapel, calls evening prayers. The prayer-call competes with the sound of heavy traffic passing along Whitechapel Road. Mosque where Salima goes every Friday.

All maps:

Objectives:
Experiment with graphic and sonic ways of producing, collecting and presenting data. Familiarize yourself with critical cartography, as well as sensorial approaches to space and spatial approaches to the body. Experiment with different ways of building rapport or interviewing research participants.

Due:
The first map is due before leaving the US. The three next maps are due in the third week of each country program.

Requirements:
The maps should be submitted both in hard copy and in digital (scanned) copy. *ALWAYS keep a scan of the submitted map on your computer!* Your maps should be legible.

Rubric:

Grade	F	D	C	B	A
Presentation and legibility 50%	Map is not legible. Limited or ineffective effort to enhance legibility.	Map is barely legible. A little use of color, notation conventions and codes to enhance legibility.	Map is somewhat legible. Obvious attempt is made to use color, notation conventions and codes to enhance legibility.	Map is legible. Clearly uses color, notation conventions, captions and codes assist with most aspects of the map.	Map is legible. Important elements are skillfully highlighted, using color, notation conventions, captions and codes.
Contents and insights 50%	Poor content. Off-topic. Reflects little effort.	Map offers little insight. Instructions are followed partially.	Map presents some insights. Instructions are followed.	Map presents worthwhile insights.	Map is rich in information and offers original insights.

Interview reports (17,5%)

You will do a number of unrecorded interviews over the course of the semester. In order to gain a deeper understanding of what is at stake and to improve your interviewing skills, you are asked to write a report about four different interviews. In order to do that you will describe and analyze how one of the following dimensions shaped the process and contents gathered. Each report should analyze a different interview and focus on a different dimension. Some of these dimensions do overlap.

Dimensions you may choose from:
1. Face-work and norms of interaction (emotions, codes, performance, etc.)
2. Language (code-switching, using a translator, speaking in a foreign language, etc.)
3. Sensoriality (sounds, smells, textures, etc.)
4. Setting (attributes of the physical space, home vs. professional setting, rural vs. urban setting, etc.)
5. Social context (familiarity or identification with interlocutor, presence of other people, etc.)
6. Reflexivity & positionality (personal reactions & what they say about yourself, your position, your politics)
7. A specific research method/tool (a mapping technique you used for example)

Process:
The report should contain the following elements:
1. Title: dimension analyzed
2. Brief presentation of the interview: where, when, with whom (interviewee, other students, translators, etc.).
3. Reason and contents of the interview: how that particular interlocutor was chosen (or not), what questions were (meant to be) addressed, what was the overall tone and mood of the interview, etc.
4. The remainder of the report should analyze different aspects of the dimension chosen, using examples.

Objectives:
Learn and practice interviewing. Reflect on the ethics and politics of collecting people's narratives. Familiarize yourself and critically examine the dynamics of the researcher-participant relationship.

Due:
The first report is due before leaving the US. The next three reports are due in the fourth week of each country program.

Requirements:
The reports should be approximately 2 pages long and should be submitted digitally.

Rubric:

Requirement	Pts
Basic completion of all aspects of exercise.	10%
Report is clearly written, well communicated. Explores the dimension chosen and addresses at least 3 aspects using examples.	45%
Report offers original insight into the process of interviewing. Reflections link experiences with lectures, discussions and readings.	45%

Case studies (35%)

In Case Study projects, groups of 6-7 students apply the methodological concepts/tools from readings, lectures, and class in order to investigate real health issues in a community-based research setting across the four countries. Case Studies are country-specific, and the country coordinators arrange the logistics; therefore, each Case Study may progress differently. Research themes and teams will be determined by faculty and Country Coordinators before departing from Washington D.C. in order to accommodate time constraints and language barriers. Country coordinators, local faculty, and I will consult with you regularly on ways in which to integrate the concepts and tools learned in the course into your research projects.

While research themes will be discussed and refined together with faculty and country coordinators, Case Study Teams should be able to honestly answer yes to the following questions before commencing any research project:

1. Does this topic (or research site, or data collection method) really interest me?
2. Is this a problem that is amenable to scientific inquiry?
3. Are adequate resources available to investigate this topic? To study this population at this particular site? To use this particular data collection method?
4. Will my research question, or the methods I want to use, lead to unresovable ethical problems?
5. Is the topic of theoretical and/or practical interest?

Approximately one full case study day per country will be scheduled in the U.S. In Vietnam, South Africa, and Argentina there will be approximately three to four days available for case study work, depending upon local time and logistics. The selection of research sites and actors will be determined by the respective country coordinators; in some cases the actual research agenda will be pre-determined; in others not so. During our stay in all of the countries (except the U.S.), you will participate in a workshop co-designed by the respective country coordinator; the objective of these is to further discuss and practice the methods discussed in class, and to have an opportunity for closer supervised work on the research projects. During the final days in each country, your Case Study team will present its findings of the previous month's work, and fellow students and faculty will have the opportunity to ask you questions and make comments regarding your research.

Groups have substantial creative freedom to craft their presentations to best fit their projects. However, this is a methods class and methodological issues should be discussed in some way, and take up at least 25% of your presentation. The rest of the presentation may be taken up with discussing your group's findings. If you so choose, and your research experience warrants it, you can devote up to around 60% of your presentation to methodological issues but not much more than that. All students involved in the project should speak during the presentation and all group presentations should address:

Questions to consider about your research *findings* in your presentation:

- What were your preliminary conclusions?
- What were the most interesting and or exciting findings? Why do you consider these findings to be significant in this way?
- What were your specific research question and sub-questions (if any)?

Questions to consider about your research *process* in your presentation:

- What theoretical concepts did you draw on to approach this research?
- What research methods did you use?
- What did you find most challenging about the research? Why?
- What ethical issues did you negotiate during the course of the research?
- What were the limitations of this research?
- If you were to extend and deepen this research, what would you do, what would you need to make it happen, and how might you do it differently?

Objective: Learn how to approach your given topic with a clear research question, and a sensible plan for data collection and analysis.

Outline of the Case Study group assignments by country:

a. United States — Case Study Group Presentation 1 (5%, group grade)
Due: *week 2, Washington DC.*
10-12 minutes including discussion.

For this, students will participate in activities designed to introduce observational techniques and develop fieldnote skills. Groups will present their findings as a result of their fieldnote taking exercise experience.

b. Vietnam — Case Study Group Presentation 2 (10%, group grade)
Due: *week 4, Vietnam.*
20-25 minutes including discussion.

This presentation will focus on the respective data collected, and on the methodological, practical, theoretical and ethical experience and insights gained through doing cross-cultural participatory research, as part of the group case study project over the month in Vietnam. This should also include a detailed explanation of the role played by the individual group members, within the collective as a whole.

c. South Africa —Case Study Group Presentation 3 (10%, group grade)
Due: *week 4, South Africa.*
20-25 minutes including discussion.

Same as in Vietnam, see above.

d. Argentina — Final Case Study Group Presentation 4, (20%, group grade)
Due: *week 4, Argentina.*
45-50 minutes including discussion.

This final presentation will also focus on the respective data collected, and on the methodological, practical, theoretical and ethical experience and insights gained through doing cross-cultural participatory research. It is, however, a longer presentation so that students will be able to demonstrate their comparative experiential learning experience incorporating both, first, Argentina as a specific case study; and — second, and just as important — the entire semester-long project as a cumulative and comparative whole.

Rubric:

Grade	F	D	C	B	A
Group preparedness and clarity of presentation	Poorly planned, lack of sufficient preparation time very evident. Poorly designed presentation and does not present ideas effectively.	Deficient in preparedness, members show uncertainty with some key points. Not effective at communication of key ideas.	Shows limited preparation time, but members are comfortable with material. Somewhat effective at communication of key ideas, but not organized or clear.	All responsibilities are covered and all members well prepared, albeit with some uncertainty. Effective at communication of key ideas, but lacks some creativity.	Shows very cohesive and comprehensive preparation time, all members exhibit strong certainty in roles. Presentation is engaging and creative & effectively communicates major key points.
Research methods and ethics	Group's methodology is unclear and unstructured, and this inhibits a grasp of the issue at hand. Complete disregard for research ethics, and culturally inappropriate approach.	Poor use of methodology learnt in class, poor structure of research process. Ethical considerations are addressed but the point is missed.	Somewhat structured research plan and rational use of methods. Attempt at reflexivity on the research process and relationship. Ethical considerations are present but remain superficial.	Sound methodology but could be more creative. Little experimentation with methods. Reflexivity present but could be deepened. Demonstration of a clear sensitivity to ethical considerations.	Clever and creative use of research methods and use of one or several new methods (not used in previous country). Reflexive work on the research process & relationship and positionality of the students. Demonstration of an ethics of care, reciprocity and cultural appropriateness.
Contents, analysis, and use of curricular opportunities and resources	Content focus is unclear, and with little or no relevancy to the study theme. Many missed curricular opportunities and resources. Many ethnographic inaccuracies.	Content insufficiently analyzed, and lack of in-depth analysis is evident. Does not connect ethnographic observations to key findings, and/or ethnographic inaccuracies. Poor use of curricular	Content adequately analyzed and discussed, but conclusions and further directions are not well thought out. Some curricular opportunities and resources could have been more adequately used.	Content is analyzed and discussed well, but further directions and/or connections to other C.S. topics could be more developed. Key findings are present; conclusions are clear. Good use of curricular opportunities and resources.	Content is very clearly presented, and reveals important insights and proposals for further directions. Interesting connections to other C.S. topics and/or comparisons with other country

		opportunities and resources.	Ethnography is acceptable.	Good ethnography.	programs. Outstanding use of curricular opportunities and resources. Strong ethnography.
Time usage	Ran significantly over or under time allotted, and was insufficient for covering material adequately.	Time insufficient for adequate coverage of all relevant material.	Noticeably hurried to stay within reasonable time allotted, and concluded irregularly.	Covered all relative material, but allotted time was exceeded to a minor but significant degree.	Succeeds in covering all relevant issues close to or within time allotted.

Case Study Presentation Feedback Form

Group: _____ **Country:** _____ **Time usage:** _____

1. How was the presentation preparedness, organization and clarity?

2. What content/ideas were strong in this presentation?

3. What content/ideas have room for improvement?

4. Specific comments with reference to research methods and ethics (relationships with community members, creativity with methods, ethics of care & reciprocity, etc.)

5. What opportunities/curricular resources from the field program were used well?

6. What opportunities/curricular resources from the field program were missed?

7. What interesting connections & cross-pollinations were made with other C.S. topics?

8. Specific comments with reference to local knowledge and realities (esp. ethnographic accuracy and cultural appropriateness)

N. B. For questions 5-8, Country Coordinator feedback is especially valuable!

Final magazine contribution (10%)

At the end of the semester, you will review the work you did for HCC and RME and select 2 to 3 pieces that you would be eager to share with interlocutors outside of the classroom. These can be pieces of written work or visual/graphic work. The different pieces proposed by each student will then be anonymously peer-reviewed, as it is the case in the research community. A final selection will be made collectively but each student will be contributing at least one piece to the magazine (written or graphic/visual). The authors of the selected written pieces will then revise their work, based on the commentaries of the anonymous reviewers. Finally, a copy-editing team will correct spelling and grammar, as well as sentence structure.

In addition to this individual and collective work of reviewing and revising already produced work, students are expected to organize the pieces together in a meaningful structure. They are also asked to collectively write introducing and closing sections of the magazine, such as the editorial, the acknowledgments, and other short sections that will be discussed in class. Students who have enjoyed doing photography over the course of the semester may contribute their pictures.

To facilitate logistics, groups of students will be given specific responsibilities and be held accountable for them: coordination (managing time and logistics), copy-editing (correcting texts), peer-review (reviewing work anonymously, taking into account ethical considerations), visuals (selecting photos as illustrations), etc. This team work will start in Argentina.

Objective:
Familiarize yourself with common practices in the scientific community such as anonymous peer-review, text revision, etc. Learn how to convey your research to different audiences. Work collectively, within strict time constraints, on a large project.

Due:
At the end of the program.

Requirements:
The pieces should be properly filed and named, and submitted digitally. Because of the processes of peer-review and copy-editing, there will be multiple back-and-forths of work. Time constraints for oneself and especially others should always be kept in mind.

Grading:
This assignment is worth 20 pts in total, evenly shared between HCC and RME (10 pts each). Your grades will reflect your intellectual engagement and dedication, your ethics and reflexivity, and your team work and time management.

Rubric:

Points	0 points - No credit	8.5 pts	9.0 pts	9.5 or 10 pts
Revision & reflexivity (25%)	Student does not reflect on his work and makes no effort at revising it.	Student minimally reflects on his work, but revisions remain of poor quality.	Student reflects on his work meaningfully, makes an attempt at improving it, with a sensibility to ethical considerations.	Student reflects on his work in critical and creative ways, and makes significant improvements to it, showing a clear concern for ethics and politics of representation.
Team work & communication with others (50%)	Poorly planned, lack of sufficient self-organization and lack of concern for others.	Deficient in preparedness, insufficient communication with others.	Somewhat effective communication with others, overall productive collective work.	All responsibilities are covered, and work is of excellent quality.
Time management and keeping to deadlines (25%)	Important delays, many deadlines missed.	Some significant delays that slow down the work of the entire class.	Few delays, mostly a good management of time and keeping to the deadlines.	Excellent keeping to the deadlines, no delays.

Expectations and Policies

Participation
IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved by IHP staff, faculty, or fellow. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. An example make-up assignment for missing a class could be a short summary of the required and suggested readings for the day's class. Keep in mind that IHP is an experiential program and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Late Work
All work for this class must be submitted by the end of the 3rd week of each country program to allow time for the local faculty to grade the assignment and return it before students leave the country. Any grade disputes must be settled before the program leaves the country, no exceptions. Exact deadlines for assignments will be confirmed in class. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements or at the beginning of class. Late work will only be accepted with the consent of the instructor *prior* to the deadline and will result in a lowering of the grade one full step (for example, from a B to a B-) per day, as per SIT's policy. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

Technology in the classroom
Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions— except under extenuating circumstances that have been discussed in advance with the faculty member or that the electronic device is part of a specific workshop. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

Class Preparation
This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Academic Integrity
Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work, using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the course; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material cited, quoted,

paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.

General Considerations
- 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 accordingly 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 (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.

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

NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.