Argentina

Social Movements and Human Rights

Discover the diverse social movements and struggle for human rights in Argentina.

Coursework

Lecturers are drawn from institutions such as the Center for the Study of State and Society (CEDES) and the National University of Salta.

History and Human Rights in Argentina
LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. This course offers academic and experiential knowledge of the struggle for human rights in Argentina within the context of recent historical events. By introducing the events that led to the birth of the present International System of Human Rights Protection, this course introduces and examines civil and political rights as well as economic, social, and cultural rights. Students study the use of legislation as a tool for social transformation and continual redefinition of human rights. Course topics typically include concepts and applications of human rights from theoretical and applied perspectives, including international, regional, and national human rights instruments; memory and memorialization; and the role of human rights—including economic and social rights, women’s rights, and indigenous rights—in the struggles of social movements.

Social Movements and Human Rights in Argentina
LACB 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. This course examines Argentina’s prolific and highly dynamic social movements—by environmental, gender, indigenous, peasant, and labor groups—and these movements’ connections to historical and contemporary human rights issues. Course topics typically include collective action and social movements seen in theoretical and applied perspectives; the challenges social movements face in working for social change at local, national, and international levels; the interrelationship among social movements, human rights, and social exclusion; and relevant cases of Argentine social movements from the 1990s to the present, focusing on their political and social contexts.

Educational Excursions
Students travel to northwestern Argentina, including to the Bolivian border, and to Patagonia, where they spend time in Bariloche and in a Mapuche indigenous community. Both excursions emphasize various social struggles in relation to gender, peasant, indigenous, and environmental rights. In the north, the program also stresses migrant rights and human trafficking at the Bolivian border. At each site, intensive course sessions are delivered by university faculty, development and human rights practitioners, government officials, and local development workers. The trip to the north includes a rural homestay with peasant communities.

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

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

Program Duration: Fall/Spring 15 weeks
Credits: 16
Program Base: Buenos Aires
Language Study: Spanish
Homestay: Buenos Aires, 6 weeks
Rural Visits/Homestays: Peasant community in the north of Argentina and an indigenous community in the south
Other Accommodations: Small hotels and hostels
Independent Study Project: 4 weeks
Prerequisites: Previous college-level coursework and/or other significant preparation in social work, political economy, development studies, or Latin American studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Buenos Aires or in another location appropriate to the project. Emphasis is given to firsthand and in-depth research of a social movement or human rights issue. Sample topic areas: labor rights; rights of migrants; issues of identity; women’s rights; LGBTQ rights; interaction of state and society; indigenous rights and community; the Disappeared Peoples; art as a tool for social transformation; children’s rights.
Political Systems and Economic Development

Explore the political and economic dynamics shaping 21st-century Chile.

Coursework

Lecturers are drawn from institutions such as the Universidad de Santiago, Centro de Estudios Nacionales de Desarrollo Alternativo, the Universidad Católica del Norte, and the Universidad de Concepción.

**Political Systems and Modern-day Identities**

LACB 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course studies the historical roots and current structure of Chile’s political system by examining the claims that Chile has one of the highest standards of democratic governance in Latin America.

Course topics typically include:

- **Historical Background: the Effects of the Dictatorship and the Transition**
  Contemporary political issues; political system formation; the Chilean transitional process; limits of electoral democracy; the authoritarian legacy in the current political and economic model.

- **Current Chilean Political System**
  Current structure of the Chilean political system: Chile’s party system, political competition, and the influence of formal and informal institutions; identity building and the emergence of social movements.

**Economic Development and Social Inequality in Chile**

LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides an overview of Chile’s recent economic changes and development, exploring the validity of the country’s reputation as a “success story” within Latin America.

Course topics typically include:

- **The Chilean Economic “Miracle”**
  Impact, implementation, and consolidation of the Chilean “neoliberal” economic system; issues related to Chile’s economic development, macroeconomic success, and persistent problems.

- **Free Trade Agreements and the Globalized Economy**
  Transnationalization of the Chilean economy; the Chilean export-driven economy and its free trade agreements; relations within South America; Chile’s major production areas.

- **Educational Excursions**
  The program includes visits to businesses, human rights organizations, and political institutions in or near the Santiago region, as well as field trips to the world’s largest copper-producing region near Antofagasta and the forestry region near Concepción. Sessions are conducted with local faculty, industrial representatives, labor and community leaders, and government representatives.

- **Intensive Language Study: Spanish for Social and Economic Studies**
  SPAN 2000–3000 / 3 credits / 45 class hours
  Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further language practice during homestays, lectures, and field visits.

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

**Program Duration** Fall/Spring 15 weeks
**Credits** 16
**Program Base** Santiago
**Language Study** Spanish
**Homestay** Santiago, 5 weeks
**Rural Visit/Homestay** Valle de Elicura (Mapuche region), 4 days
**Other Accommodations** Hostels and small hotels
**Independent Study Project** 4 weeks
**Prerequisites** Previous college-level coursework in economics, political economy, and/or development studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted in Santiago or in another approved location appropriate to the project.

**Sample topic areas:**
- foreign investment and export production; role of shipping and transport in the export-led economic model; Latin American dependency in a new light; gender relations and households in the new global economy; poverty, income distribution, and changing patterns of labor participation; indigenous societies and global capitalism; US foreign policy and the Chilean economic model; media ownership concentration; women’s reproductive rights in Chile.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at [www.sit.edu/CIG](http://www.sit.edu/CIG).
Cameroon

Social Pluralism and Development

Examine social, economic, and political development patterns in one of West Africa’s most ethnically and geographically diverse countries.

Coursework

Lecturers are drawn from institutions such as the University of Dschang, Ngaoundéré’s Community Research and Development Center (COREDEC), and the University of Yaoundé.

Social Pluralism and Minorities

AFRS 3000 / 3 credits / 45 class hours
An interdisciplinary course taught predominantly in French, exploring Cameroon’s complex precolonial history and postcolonial national identities as well as efforts by the state and civil society to improve the status of women and minority groups. In addition to lectures and discussions, the course relies on readings, educational excursions, group processing sessions, participatory workshops, and student presentations.

Course topics typically include:

Cameroonian political, economic, and social history; the “place” of the Anglophone in Cameroon; Pygmy communities and their engagement with the practices and politics of development; Bamiléké history and the traditional structures of the Chefferies; Bamiléké traditional ceremonies; Chefferies and “African democracy.”

Development and Social Change in Cameroon

SDIS 3000 / 3 credits / 45 class hours
An interdisciplinary course taught primarily in French examining foundational concepts, principles, and paradigms of development studies and social change for the purpose of critically engaging with specific topics and issues relating to the Cameroonian context. Through formal lectures, assigned readings, group discussions, and field visits, students explore the ways in which development initiatives—in local, regional, and national contexts—aim to change structural relationships in society.

Course topics typically include:

Development theories and approaches in Cameroon; development organization modalities and the efficacy of international aid; roles and responsibilities of women and men in Cameroon; emergent gaps between modern and traditional gendered identities; effects of educational access and financial independence; Islam in the Grand North of Cameroon; tensions between Koranic and secular education; interaction of traditional Muslim authorities, local political power, modernity, and faith-based approaches to development.

Educational Excursions

The program typically includes two or more visits to northern, northwestern (Anglophone), coastal, southern, and western Cameroon. These excursions give students multiple perspectives of the country by examining its varied regions and peoples.

French for Development Studies

FREN 2000–3000 / 3 credits / 45 class hours
This language course focuses on the acquisition of French as used in the areas of development and social change in Francophone Africa. In addition to enhancing students’ vocabulary and communication skills, the course equips students with the language tools needed to work with nongovernmental organizations and grassroots associations and to comfortably discuss development aid in local contexts. In addition to French, students receive introductory language training in Pidgin English and Fulfulde while on excursion, to further their integration in multilingual Cameroon.

Research Methods and Ethics

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

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in Yaoundé or in another approved location in Cameroon appropriate to the project. Sample topic areas: village-based education; traditional healing; bilingualism and the media; makossa musical styles; oral histories of the Bamiléké people; women’s village cooperatives as development practice; the economic and social impacts of oil production in Cameroon.

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

Post-Revolutionary Modern Cairo
MDES 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the dynamics and challenges of urban development in the context of current social change in Cairo and elsewhere in Egypt. The course includes a historical view of urbanization and urban development in Egypt; an overview of policies and management strategies for urban development in the Greater Cairo Region; and a focus on the intertwined dynamics of urban space and social change, with special emphasis on the new role of Cairo in contemporary revolutionary movements throughout the Arab world and in Egypt specifically. Lecturers typically include urban planning and development studies faculty from local universities, government officials, leaders in local and international nongovernmental organizations (NGOs), community activists, and members of civil society.

Course topics typically include the following four modules, each with its own required readings and field visits:

Urbanization and Development in the Greater Cairo Region
Feudalism, colonialism, capitalism, and their impacts on urbanization; the rise of the modern Egyptian city; urbanization and development in Egypt and North Africa; rural/urban migration; Cairo as a neoliberal capital.

Urban Planning, Governance, and Management in Egypt’s Cities
Political economy and urban dynamics; NGOs in Cairo’s urban development and management; General Organization of Physical Planning (GOPP) and its role in urban planning; Greater Cairo Strategic Urban Plan; decentralization processes; the role of civil society; desert cities and population growth; informal settlements; gridlock; underemployment and unemployment in the city.

Urbanization and the Environment in Egypt
Air pollution in Cairo; drawing water from the Nile; water conservation and management; garbage cities, informal services, and indigenous recycling; climate change and its impacts on urban development; solar cities.

Social Change and Urban Space in Cairo and Beyond
The city and social change; locating revolution in Middle Eastern and North African urban space; post-revolutionary Cairo; social movements and public space; national policies and sustainable development; local community organizations and their roles in creating livable cities; displacement as development.

Educational Excursions
The program includes excursions within Egypt to examine urbanization and development at different scales and in varying contexts, while also experiencing Egyptian, Arab, and Islamic historical and cultural treasures. The program includes site visits throughout the Greater Cairo Region; extended excursions to the Mediterranean city of Alexandria, Egypt’s second-largest urban area, and Luxor, the ancient city of Thebes; and shorter visits elsewhere in Egypt.

Intensive Language Study: Arabic
ARAB 1000–3000 / 6 credits / 90 class hours
Classroom and field instruction in Modern Standard Arabic emphasizes speaking, reading, and writing skills. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. Everyday situations and field visits provide additional opportunities for language practice. A component on Egyptian Colloquial Arabic is also part of the course.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course addressing research design and methods appropriate to field study in Egypt. The objective is to help students develop the skills they need to conduct research for the Independent Study Project in strict observance of local ethics. Material includes multidisciplinary tools and methods of field study on social change and urban development; research ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cairo or another approved location in Egypt appropriate to the project.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Cairo
Language Study Arabic
Accommodations Cairo apartment, 7 weeks
Other Accommodations Hostels, research institutes, or small hotels
Independent Study Project 4 weeks
Prerequisites None

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

Sustainable Development and Social Change

Examine socioeconomic development trends in northern India as well as the tensions and challenges shaping India today.

Coursework

Lecturers include internationally respected local scholars, policymakers and planners, social activists, journalists, development practitioners, and high-level federal and state government officials.

Development Approaches and Distributive Justice

ASIA 3020 / 3 credits / 45 class hours
An intensive interdisciplinary course conducted in English with required readings, lectures, relevant educational excursions, and workshops with various nongovernmental organizations (NGOs). This course introduces India’s pre- and post-independence development scenarios. By critically analyzing and reflecting on past and ongoing development strategies, students gain knowledge on basic aspects of Indian society, culture, and identity, including responses to and challenges of India’s colonial legacy. Pre-independence development approaches along with a Gandhian approach to development are also discussed.

Shaping Sustainable Social Change

ASIA 3010 / 3 credits / 45 class hours
An intensive interdisciplinary course conducted in English with required readings, lectures, relevant educational excursions, and workshops with various NGOs. This course explores successful interventions for viable economic, political, and social change; the role of change agents; and the exploration of alternative development paradigms to address emerging and future development issues. The course enables students to analyze successful development interventions through the lens of sustainability and to identify agents of change and their role in shaping sustainable social change.

Educational Excursions and Workshops

The program includes visits to NGO headquarters, prominent academic and research institutes, and villages. Visits in Rajasthan include Bikaner, Jodhpur, and the rural agricultural village of Ogna in Udaipur. Other visits include Varanasi, situated on the banks of the River Ganges in Uttar Pradesh; Dehradun in Uttarakhand; Pune in Maharashtra; and the state of Sikkim in the Indian Himalayas.

Intensive Language Study: Hindi

HIND 1000–3000 / 3 credits / 45 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Methods and Ethics

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

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location in India. Sample topic areas: renewable energy as a means to community development; assessing the ability of state-sponsored primary education to promote social mobility in Uttarakhand; a comparison of traditional and mass production of Indian textiles; community-based ecotourism in Sikkim; uses of information technology for social change; women farmers; urban sustainability efforts; lakes and wetlands conservation; Jaipur’s solid waste management system; socioeconomics of water scarcity; the effects of globalization on the elderly; the organic market as a model for agriculture development; the public distribution system and the right to food movement; peacebuilding with Pakistan; the empowerment potential of traditional conservation knowledge; expressions of identity in the Chinese population in Kolkata; leftist politics and the development of Kerala; the hijras of Varanasi; business process outsourcing; Bhopal as a lens for globalization and the role of transnational corporate ethics; Khadi as a Gandhian development movement.

Program Duration  Fall/Spring 15 weeks
Credits  16
Program Base  Jaipur
Language Study  Hindi
Homestay  Jaipur, 6 weeks
Other Accommodations  Hostels, educational institutions, or small hotels
Independent Study Project  4 weeks
Prerequisites  None
Nepal

Development and Social Change

Witness the challenges facing Nepal as it works to balance tradition and progress and negotiate economic, political, and social change during a very dynamic period in its history.

Coursework

Development and Social Change Seminar
ASIA 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The seminar examines historical and contemporary Nepal, and the social, political, cultural, environmental, and economic forces—both internal and global—that have shaped and continue to define the country. Lecturers are drawn from academic institutions such as Tribhuvan University and the Fulbright Commission as well as from nongovernmental organizations (NGOs) such as Ashoka and other international and local development agencies working in Nepal. Seminar topics typically include:

Nepali Life and Culture
Caste, ethnicity, and nationhood; democracy and the monarchy; Nepal as a nation in transition; urban-rural divides; economic mobilities; Hindu and Buddhist foundations; gender and identity; trafficking; sacred landscapes; janjati people and the state; journalism and media; Nepal between the Asian giants.

Development Issues
Cultural ecology; parks and people, conservation and conflict; the economics and history of foreign aid; globalization and markets; social entrepreneurship; community forestry; water resource management; tourism and local resources; educational challenges; wildlife diversity and management; governance and regulatory frameworks; peace and justice discourses; refugee issues; the challenge to totalitarianism; rethinking poverty; social capital and civil society; postcolonialism and development.

Educational Excursions
Conditions permitting, students travel in small groups to various rural sites to interact with local ethnic communities and to examine key development issues. The program visits many Kathmandu Valley UNESCO World Heritage monuments such as Bhaktapur and Patan Durbar Square and Museum. Students have interactions with international NGOs, local NGOs, and many government ministry offices. In most semesters, the program makes a field study excursion to the middle hills regions and/or to the lowland tarai in Nepal.

Village Excursion
Conditions permitting, the village excursion involves several days of trekking in national parks to remote village locations in the Himalayas. Students live with rural families and often have opportunities to visit sites of development projects such as micro-hydropower plants, and to participate in local agricultural work and/or religious ceremonies.

Intensive Language Study: Nepali
NEPA 1500 / 6 credits / 90 class hours
The course helps students develop a working fluency in the Nepali language with an emphasis on beginning and intermediate speaking and comprehension skills through classroom and field instruction. Instruction emphasizes oral proficiency as well as practice in reading and writing the Devanagari script. Classes are taught two and one-half hours daily. Instructors are native speakers who have received training in language instruction from SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language-teaching techniques that incorporate cultural information into language learning.

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

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in the Kathmandu Valley or, conditions permitting and with program approval, in other parts of Nepal. Sample topic areas: political processes in evolving democracies; conflict resolution and development; state formation and power dynamics; ecotourism and its effect on wildlife management; sacred geography; community forestry; migration and population issues; ethnic politics; rural development and aid; indigenous crafts; women's health challenges.
Uganda
Development Studies

Examine current concepts and debates in the development studies field, with particular emphasis on the cultural, economic, political, and social realities in Uganda.

Coursework

Development Studies
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Lecturers are drawn from institutions such as Makerere University, the Uganda Change Agent Association, the Economic Policy Research Centre, and Sustainable Empowerment for Economic Development.

Course topics typically include:

**Ugandan Culture and Society**
Precolonial, colonial, and postcolonial history; Uganda’s geography and distribution of ethnic groups. Topics are covered in the context of Ugandan development.

**Development Studies**
This three-part unit begins with an introduction to theories of development. The second part covers development in practice, including political, economic, and environmental issues, and their role in Uganda’s “crisis of development.” Students consider Uganda’s social service delivery, rural and urban development, indigenous knowledge, appropriate technology, resource allocation, planning and project evaluation, governance and development, multinational organizations, and nongovernmental organizations. In the third part, students select one of the following in-depth modules: gender and development, public health, entrepreneurship and microfinance, environment and development, or grassroots development. These elective modules, comprising lectures, discussions, and field visits, are taught by political leaders and community activists as well as scholars, practitioners, and development workers from the Uganda Human Rights Commission and Makerere University’s school of public health, department of development studies, and business school.

**Educational Excursions**
Students carry out field visits in eastern and western Uganda to development organizations and associations with ongoing projects to allow firsthand examination of rural and urban development initiatives. These may include the AIDS Support Organization, Action Aid International, Mwanamugimu Nutritional Unit, Child Restoration Outreach, Oruchinga Refugee Settlement, the UN Millennium Village Project, the Buganda Parliament, and traditional medicine clinics. Other site visits are conducted during the in-depth module weeks. In addition to these domestic excursions, the program conducts a one-week comparative study of development approaches and projects in Rwanda.

**Intensive Language Study: Luganda**
LUGA 1000 / 3 credits / 45 class hours
This course emphasizes speaking and comprehension skills through classroom and field instruction to facilitate daily interaction in Kampala. Language practice during the homestay, field visits, and day-to-day interactions supports formal instruction and prepares students for their development practica.

**Practicum Training and Ethics**
ANTH 3500 / 3 credits / 45 class hours
This course is designed to prepare students to undertake a practicum with a development organization in Uganda and to do so in ways that are ethical, analytical, educational, and informed. The course covers concepts of learning across cultures and from field experience and prepares students for a practicum by using readings and activities designed to build skills in qualitative and quantitative research methods. These include skills in observation and interviewing; gathering, analyzing, organizing, and presenting data; and developing contacts and finding resources. Field-based methods include participatory rural appraisal; cross-cultural adaptation and skills building; and project selection and refinement. Students consider the norms and expectations of ethical field engagement and reciprocity, while reflecting critically on their role as "outsiders" in the development process.

Program Duration
Fall/Spring 15 weeks

Credits
16

Program Base
Kampala

Language Study
Luganda

Homestay
Kampala, 6 weeks

Rural Visit/Homestay
Eastern Uganda, 1 week

Other Accommodations
Hostels, guest houses, or small hotels

Development Practicum
6 weeks

Prerequisites
Although there are no prerequisites, a background in development studies or a related field is strongly recommended.
Cities in the 21st Century
People, Planning, and Politics

Explore how geography, politics, and culture affect whether people can thrive in cities.

Coursework

Urban Politics and Development
DVST 3500 / 4 credits / 60 class hours
Understanding the political process and its role in urban development is central to comprehending how cities grow. Who exercises power in cities and what are their sources of power? What is the structure of cities and how do they enhance or impede their growth? What is the role of state and local government in formulating development policies in a changing world economy? What challenges are faced by public policymakers and other stakeholders? This course examines a variety of structural elements and processes including government structures, relationships between city and regional institutions, privatization, community development, economic growth, industrial restructuring, technological change, workforce development, the informal economy, and poverty and income distribution.

Urban Planning and Sustainable Environments
URST 3500 / 4 credits / 60 class hours
What are the intentional and natural forces that guide the development of the world’s cities? How has urban planning attempted to guide these forces toward a prosperous and equitable reality? This course explores the networks that sustain dense human habitation. As the pace of urbanization increases around the world, the process of modernization and globalization appears to destroy traditional, environmentally sustainable systems of land and energy use. Are there alternatives that provide contemporary, environmentally conscious approaches for urban habitation? In response to rapid automobilization and densification of cities around the globe, are planners having any success at choreographing the development of city systems and services in equitable and holistically sustainable ways? The course examines themes such as urbanization patterns, land control, infrastructure, and sustainability to help students understand the role of planning and planners in shaping urban environments.

Culture and Society of World Cities
ANTH 3500 / 4 credits / 60 class hours
How do people identify and construct boundaries for various social groupings (race, class, ethnicity, gender, and locality)? What strategies do people use to adapt to living in cities? How do neighborhoods become distinctive? What are their celebrations and festivals? Who participates in each? What are the sources of information on these social categories and symbolic activities? This course examines how these elements combine to form the rich layers of multicultural urban society, how communities are structured and destroyed, and how values relate to urban life. An emphasis is placed on how anthropologists have adjusted their research methods in response to the study of urban life. Specific focus is placed on providing students with the tools necessary to conduct preliminary fieldwork in urban areas.

Contemporary Urban Issues: Problems and Solutions
URST 3000 / 4 credits / 60 class hours
Are today’s headlines a fleeting concern or a clue to understanding broad forces at work—forces that define the lives of the people in the cities and countries the program visits? Throughout the program, a broad spectrum of contemporary topics is presented. In each city, topics of special significance to that city are examined in depth through lectures, field visits, and Case Studies. In this course, students have an opportunity to pursue individual comparative research on topics of their own choosing. The course is co-taught by all program faculty to emphasize the multidisciplinary analysis of issues and integrate the experience-based learning of the semester.
COMING SOON!

**Jordan: Health and Community Development**

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

Visit the SIT website for more information.

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**SIT Study Abroad**

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

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

Apply online at www.sit.edu/apply.

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