AFRICA, South of the Sahara

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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, as well as international, regional, and local organizations and civil society from throughout Cameroon.

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;
- Baka-Bagyeli (Pygmy) communities and their traditional structures of 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 Cameroon 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.

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 (non-credit bearing) 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, providing students with the essential tools required to conduct independent study on topics related to development and social pluralism in Cameroon. Students are introduced to the Independent Study Project (ISP) and develop the ISP proposal. Material includes cross-cultural adaptation and skills building; research design, project selection, and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; honing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in Yaoundé or in another approved location in Cameroon appropriate to the project. Students have the option to pursue a research- or practicum-based Independent Study Project (ISP). In the practicum-based ISP, students select a community or nongovernmental organization in consultation with the academic director. In both forms of the ISP, a final paper and oral presentation are submitted for evaluation. 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.
Ghana

Social Transformation and Cultural Expression

Explore Ghana’s rich cultural heritage and contemporary society through engagement with Ghanaian scholars, writers, and artists.

Coursework

Lecturers are drawn from institutions such as the Institute of African Studies at the University of Ghana, Legon; the University of Education, Winneba; the Kwame Nkrumah University of Science and Technology, Kumasi; the University of Cape Coast; and the University of Development Studies, Tamale.

Social Transformation and Cultural Expression

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary seminar taught in English that explores a broad spectrum of artistic forms in Ghana from diverse cultural and geographical spaces. The course provides a critical examination of the impact of local, regional, and global influences on, and emanating from within, Ghanaian artistic practices, and the articulation of these cultural expressions with social change.

Course topics typically include: Queen mothers and gender roles in traditional government; the transatlantic slave trade and its impact on contemporary Ghana; Ghanaian geography, history, and postcolonial politics; Ghana’s religious spectrum and synergies—traditional religions, Islam, and Christianity; mutual aid societies; education in contemporary Ghana; traditional and contemporary midwifery; nongovernmental organizations (NGOs); rural and urban dynamics; gender issues; regional diversity in the national context.

Visual and Performing Arts in Ghana

ARTS 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English that provides students with access to Ghana’s rich diversity of artistic traditions through performances, workshops, lectures, and demonstrations by scholars, artisans, musicians, and individuals recognized as expert practitioners in their respective fields. The course engages students in multiple artistic expressions from across Ghana with an emphasis on participation and active involvement.

Course topics typically include: Contemporary and traditional Ghanaian music (incorporating drumming and other instrument workshops and demonstrations); the study of postcolonial literature and oral literary traditions; kente cloth weaving and West African fashion; the history of beadmaking (incorporating glass beadmaking workshops); dance and nation building (including demonstrations and participatory dance workshops); current Ghanaian and West African film and television production.

Educational Excursions

The program includes extended excursions to Kumasi (Ashanti Region), Cape Coast (Central Region), Tamale (Northern Region), Klikor (Volta Region), and Krobo-Odumase (Eastern Region), as well as other parts of Ghana. The excursions are designed to expose students to Ghana’s formidably cultural and artistic diversity and to promote nuanced perspectives on the variety of local artistic expressions. Students spend one and a half weeks in rural AshantiRegion furthering their Twi language acquisition while engaged in research projects designed to fine-tune data collection skills and methodologies.

Intensive Language Study: Twi

T WII 1000 / 3 credits / 45 class hours

The study of Twi—specifically, Asante Twi—emphasizes beginning speaking and comprehension skills through classroom and field instruction. Formal instruction in Asante Twi is augmented by language practice with host families during homestays and village participation. Students gain skills for independent language acquisition outside the classroom setting.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, covering methodological approaches needed to conduct mentored independent study in the visual or performing arts in Ghana. Material includes cross-cultural adaptation and skills building; research design, project selection, and refinement; appropriate methodologies, including arts-based research practices; field study ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; honing skills in observation and interviewing; gathering, organizing, and communicating data, maintaining a field journal; data analysis; report writing; and formal research presentations. Students are also supported in the production of a creative ISP. The course thus introduces arts-based research methods (including narrative, dance, poetic, visual, and musical-based inquiry).

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Accra, Kumasi, or another approved location in Ghana appropriate to the project. The ISP may comprise a standard field-based research project; a creative ISP featuring visual, textual, or performing arts work; or a practicum-based ISP with an arts NGO. Sample topic areas: batik, kente, and adinkra cloth; Afa divination; storytelling; regional dance styles; African theater for development; the Ghanaian film industry; religious expression in traditional arts; craft production for the tourist trade; urbanization and artistic expression; nationalism and the arts.
Kenya

Urbanization, Health, and Human Rights

Study the intersections of health, human rights, and cities at multiple sites in Kenya, where rapid urbanization is transforming access, equity, and well-being.

Coursework

Lecturers are local specialists, academics, and practitioners from the University of Nairobi, Kenyatta University, nongovernmental organizations (NGOs), civil society, the government of Kenya, and UN agencies including UN-HABITAT.

Health and Human Rights in Kenya

IPBH 3500 / 3 credits / 45 class hours

An interdisciplinary seminar conducted in English exploring the links between health, healthcare, and individual and community human rights in Kenyan contexts. Using a comparative approach supported by educational excursions, readings, and lectures, the course situates discussions of health and human rights in diverse contexts to provide a framework for understanding biomedical and traditional concepts of health and healing that are meaningful in Kenya, while focusing on the human rights dimensions of health and healing through an interrogation of power and positionality.

Seminar topics typically include:

- Introduction to health in Kenya; health as a human right; Kenya’s public healthcare system; gender-based violence in Kenya; reproductive health and women’s healthcare needs; the sociology of HIV/AIDS; traditional healing; community healthcare projects; medical pluralism in Kenya; demographics, infrastructure, and access to healthcare; food and nutrition; public health education.

Urbanization and Public Health

IPBH 3500 / 3 credits / 45 class hours

Taught in English, this interdisciplinary seminar examines public health and urban space in Kenya. Through hands-on, experiential learning opportunities, together with lectures, readings, and discussions, students explore historical patterns of urbanization in Africa, including the impact of colonial medical discourses on dense human habitation, and focus on health as it relates to housing, infrastructure, and land tenure in Kenya’s burgeoning urban areas.

Seminar topics may include:

- Colonialism, urbanization, and foundations of inequality; urban planning since independence; planning for growth; consequences of rapid urbanization; health and hygiene in informal settlements; healthcare access in cities; health, housing, and human dignity; displacement and evictions; the gendered city; new urbanisms in Kenya.

Educational Excursions

Program excursions to Lamu, a UNESCO World Heritage site on the cusp of dramatic urban development; Malindi, a fishing settlement grappling with an influx of international tourism and attendant health issues; Kisumu, on Lake Victoria; and Konza Techno City, a proposed master-planned “Silicon Savannah” near Nairobi, offer multiple sites from which to interrogate issues of health and human rights in a variety of settings and scales. A one-week village homestay in a Mijikenda community on Kenya’s coast gives students the opportunity to further hone Kiswahili language skills while comparing rural perspectives on health and human rights in Kenya.

In addition to these extended excursions, seminars incorporate short field visits in Mombasa and Nairobi, including community health clinics, international and local NGOs, UN agencies, government offices, and community-based organizations.

Intensive Language Study: Kiswahili

SWAH 1000–3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning or intermediate classes, with further language practice during homestays, discussions, 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, Research Methods and Ethics enables students to understand field-based learning techniques and critical ethical issues involved in research design, to gain the requisite knowledge and skills to effectively carry out mentored independent research in Kenya. Students are introduced to the Independent Study Project (ISP) and develop the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; research ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; qualitative research methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Nairobi, Mombasa, Kisumu, or in another approved location appropriate to the project within Kenya. Sample topic areas: health and Nairobi’s informal settlements; primary healthcare options in urban and rural Kenya; housing and human rights; prenatal healthcare; family planning in rural Kenya; HIV/AIDS peer education; nutrition and health programming in Kisumu; land tenure in Kibera; Kenyan Muslim women, citizenship, and the Katiba; healthcare access and accountability; urbanization, environmental degradation, and public health.

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

Biodiversity and Natural Resource Management

Explore environmental challenges, conservation, and development strategies in Madagascar, an island nation isolated from neighboring landmasses for more than one hundred million years.

Coursework

Program lecturers are drawn from the Libanona Ecology Center in Fort Dauphin, the Department of Natural Sciences at the University of Antananarivo, and the Marine Studies Institute of the University of Tuléar, as well as international and local environmental nongovernmental organizations, including Madagascar National Parks, World Wildlife Fund, Azafady Blue Ventures, Reef Doctor, and Honko.

Biodiversity and Natural Resource Management
ENVI 3000 / 3 credits / 45 class hours
An interdisciplinary seminar conducted primarily in French with required readings and relevant educational excursions focused on Madagascar’s southern region.

Seminar topics typically include:
Biodiversity and Natural Resources
Physical and cultural geography; humid, littoral, alpine, riverine, and dry forest ecosystems; national, private, and community-based protected areas management; environmental impacts of mining and economic development; animal behavior and ecology; ethnobotany with an emphasis on medicinal plants; mangroves, coral reefs, and southern marine ecosystems.

Malagasy Society and Cultural Values
Impacts of traditional belief systems and social hierarchies on environmental governance and management; ethnicity, ethnic identity, and celebration of razana (ancestors); gender roles and traditional values in Malagasy society.

Educational Excursions
The program includes excursions to Ranomafana rainforest; the Spiny Desert; the littoral forest of Sainte Luce; Andasibe, Andringitra, Isalo, Ankarana, and Amber Mountain national parks; community-managed reserves at Anja and Ifotaka; Mandena conservation site, a mining biodiversity offset; fishing villages; and the barrier reef of Tuléar. These excursions provide students with direct knowledge of specialized ecological zones, rural conservation and development issues, and the challenges of integrating conservation and sustainable development.

French for Natural Sciences
FREN 2000–3000 / 3 credits / 45 class hours
This language course focuses on oral proficiency in the context of the natural sciences, with a biodiversity and natural resource management concentration. French language teaching is targeted toward the many activities in the thematic and research methods seminars to best support independent student fieldwork. The course facilitates students’ interactions with a range of professionals working to manage natural resources while promoting development within the local cultural context. In support of these objectives, course content provides additional focus on the fundamentals of spoken and written French to increase student capacity. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice during homestays and on field visits.

Intensive Language Study: Malagasy
MALA 1000 / 3 credits / 45 hours
The course emphasizes beginning speaking and comprehension skills through classroom and field instruction to facilitate daily interaction and cross-cultural communication. Formal instruction is augmented by language practice with homestay families and during field visits.

Environmental Research Methods and Ethics
ENVI 3500 / 3 credits / 45 class hours
Conducted primarily in English, this course prepares students for the Independent Study Project (ISP) through a focus on social and natural science research methods. Students learn to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate a variety of environmental issues. Course materials focus on project selection and refinement, research design, writing a proposal, research ethics and the World Learning/SIT Human Subjects Review Policy, developing contacts and finding resources, interviewing and conducting surveys, maintaining a field journal, data analysis, writing the ISP, and presenting research findings.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Fort Dauphin (Tolagnaro)
Language Study French, Malagasy
Homestay Fort Dauphin, 4 weeks
Rural Visit/Homestay Faux Cap Region, 1 week
Other Accommodations Hostels, campsites, or small hotels
Independent Study Project 4 weeks
Prerequisites Previous college-level coursework in environmental studies, ecology, biology, or related fields. Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

Specific ecological research methods may include habitat surveys, fauna and flora identification and inventories, biodiversity monitoring, population censusing, habitat use, and animal behavior.

Independent Study Project ISPR 3000 / 4 credits / 120 class hours
Conducted primarily in southern Madagascar or other approved locations, as appropriate.

Sample topic areas: behavioral ecology of lemurs; community-based resource management; conservation assessments of endangered species; reforestation; coral reef management and conservation; medicinal plants in the marketplace; ecotourism; carbon sequestration and financing; land tenure reform and agricultural production; cash crop production and links to local livelihoods; sacred forests; sustainable land use techniques.

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

Lecturers include faculty from the University of Antananarivo, the University of Mahajanga, and other program partners, including community organizations and civil society.

Urbanization and Rural Development Seminar
AFRS 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted primarily in French, with required readings in English and French. Assignments may be completed in English or French. Relevant field-based activities and educational excursions complement classroom-based lectures and discussions. The course takes a holistic approach to understanding the roles of geography, migration, history, ethnicity, language, religion, politics, development, and economics in shaping urban and rural Malagasy society and in contributing to the increasing rural exodus evident in Madagascar. This course includes three interrelated modules:

Foundations of Malagasy Culture and Society
Ethnicity and ethnic identity; family and kinship; religion; veneration of razana (ancestors); ancestral homelands; gender roles; physical and social geography; traditional values and global influences in society; verbal arts (including folklore, proverbs, and speech-making); music and dance.

Subsistence Agriculture and Rural Migrations
Social structure of village life; cultural role of cattle; rice farming; agricultural practices and technology; land tenure; rural development; microfinance; role of local nongovernmental organizations; rural migration and exodus; defining poverty and prosperity.

Urbanization and Rural Development
Urbanization causes and consequences; social and economic factors in rural to urban migration; public health; housing; resource access and management; infrastructures; public administration and government policies; foreign aid.

Educational Excursions
Excursions to locations across Madagascar are essential to providing a more complete representation of the country’s complexity, including a diversity of ethnic, geographical, and ecological landscapes. While the exact itinerary may vary from semester to semester, the program typically includes excursions to eastern and northwestern Madagascar, including Andasibe and Ankarafantsika national parks, Mahajanga, and Taomasina/Tamatave. Students also spend a week in rural areas of the Vakinankaratra region in the central highlands.

French in the Malagasy Context
FREN 2000–3000 / 3 credits / 45 class hours
French in the Malagasy Context focuses on the rich Malagasy cultural and literary production in French. By studying postcolonial texts, students learn about the postcolonial politics of Malagash, Frenchization, bilingualism, and the role of French language in the integration of Malagasy society into the international Francophone community. In support of these objectives, course content provides additional focus on the fundamentals of spoken and written French to increase student capacity. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate course level, with additional language practice during homestays and on field visits.

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

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience, including an introduction to the Independent Study Project. The project includes cross-cultural adaptation and skills building; topic selection and refinement; research proposal preparation; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in any approved location in Madagascar, appropriate to the project. Sample topic areas: democracy and elections; cyclical nature of political crises; role of fady (taboo) in Malagasy culture; urban–rural inequalities; family planning on the village level; push factors in rural out-migrations; women’s associations in rural development; park management and local populations; ethnic dimensions of rural to urban migration; prenatal healthcare in rural areas; malaria prevention and treatment; language teaching in primary and secondary education; community radio as a means of rural communication; music and dance as expressions of cultural identity.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/MGR.
Rwanda
Post-Genocide Restoration and Peacebuilding

Examine the causes of the 1994 genocide and Rwanda’s ongoing efforts in fostering peace, unity, and reconciliation among its people.

Coursework

Course lecturers include leading Rwandan academics from the National University of Rwanda (NUR) and NUR’s Center for Conflict Management, the International Criminal Tribunal for Rwanda, the National Unity and Reconciliation Commission, the National Commission for the Fight against Genocide, civil society leaders, community activists, and professionals working in the areas of justice and development in Rwanda and Uganda. In Uganda, lecturers also include faculty from Makerere University and Gulu University.

National and Ethnic Identity
AFRS 3000 / 3 credits / 45 class hours
This interdisciplinary seminar, taught in English, explores precolonial, colonial, and postcolonial processes of national and ethnic identity construction and reconstruction, with the aim of understanding the dynamics that led to, and were unleashed by, the 1994 genocide in Rwanda. An excursion to the Acholi subregion in northern Uganda provides a comparative perspective on the role of ethnicity and nation building in conflict generation. Relevant documentaries, readings, and group discussions complement scheduled lectures. The course devotes additional time to psychological orientation and extended debriefings to process site visits and field experiences, given their emotional impact.

Course topics typically include: construction of Hutuness and Tutsiness in precolonial and postcolonial Rwanda and its consequences; the global and regional dynamics that led to the role of ethnicity in nation building; psychosocial dimensions of genocide perpetration; social and political dimensions of conflict; background and contemporary circumstances of war and post-conflict transformation in Uganda, through a comparative regional analysis.

Post-Genocide Restoration and Peacebuilding
PEAC 3000 / 3 credits / 45 class hours
This interdisciplinary seminar, conducted in English, examines the significant progress in conflict transformation in Rwanda following the genocide. Rwanda’s post-genocide period is used to illustrate insights and perspectives on international development. Post-genocide restoration work in the areas of health, education, transitional justice, reconciliation, and peacebuilding are critically examined.

Course topics typically include: development policy and reconstruction in post-genocide Rwanda; economic disparities and the challenges of sustainable reconciliation; the national economic plan; development initiatives in education; the contribution of regional and international organizations to the development of Rwanda and the Great Lakes Region; the promise and limits of nongovernamental organizations; the function and objectives of the gacaca court system; the International Criminal Tribunal of Rwanda; mechanisms of collective memory and genocide denial; issues of reconciliation, reintegration, justice, and peacebuilding in Uganda.

Intensive Language Study: Kinyarwanda
KINY 1000 / 3 credits / 45 class hours
Emphasis on introductory speaking and comprehension skills through classroom and field instruction to facilitate daily interaction and cross-cultural communication. Formal instruction is augmented by language practice with host families during the homestay.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience, Research Methods and Ethics includes an introduction to the Independent Study Project (ISP) and the development of the ISP proposal. 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; establishing contacts and identifying resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; data analysis; project report writing; and formal research presentation.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Rwanda in an approved location appropriate to the project. The ISP may comprise a standard field-based research project, a creative ISP, or a practicum-based ISP. Sample topic areas: unity, justice, and reconciliation; development and reconstruction; refugees and displaced people in the Great Lakes Region; approaches to nation building; transnational conflicts and their impacts on the economic and social development of a country; language and identity issues surrounding collective memory and memorials; democracy and freedom of speech in post-genocide environments.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/RWR.
Senegal
National Identity and the Arts

Experience the enormous contribution to African arts and cultures made by Senegal, a country that has inspired centuries of poetry, music, literature, dance, and visual art.

Coursework

Lecturers and master artist instructors are drawn from institutions including Université Cheikh Anta Diop, the Senegalese Ministry of Culture, the Media Centre of Dakar, Village des Arts Professional Artists’ Cooperative, École Nationale des Arts, and the Réseau Africain du Développement Intégré.

Arts, Identities, and Urban Cultures in Senegal
AFRS 3000 / 3 credits / 45 class hours
A thematic, interdisciplinary course conducted primarily in French, exploring Senegalese arts, identities, and urban cultures through nationalist and cosmopolitan/afropolitan lenses. This course includes required readings, hands-on workshops, and relevant educational excursions. Students examine the prominent role played by the performing and visual arts in shaping Senegalese society and identity and the emergence of forms of artistic expression beyond traditional/non-traditional and urban/rural binaries.

Seminar topics typically include:

Senegalese Identity
Role of Islam in Senegalese life; Senegalese history, from the slave trade to the present; gender, law, and civil society; national cultural policy from Senghor to N’Dour; role of the griot in Senegalese society; the city of Saint Louis in Senegalese history and literature; educational systems in Senegal; the Casamance crisis in recent Senegalese politics; microcredit and development; Sufism and the role of marabouts.

Arts and Urban Cultures
Workshops in traditional and modern Senegalese dance, djembe, and batik. Choice of additional workshops in ceramics, bronze sculpture, wood carving, or reverse glass painting. Musical training in traditional instruments such as the kora and tam-tam, or talking drum; Senegalese cinema and theater; traditional and urban music; sabor; street arts; graffiti; and Sufi iconography.

Educational Excursions
Students experience the country’s rich cultural diversity through direct exposure to music, dance, traditional practices, and everyday life in different ethnic communities throughout Senegal. Rural stays near the Wolof town of Mouit and in villages surrounding the town of Kédougou reveal similarities and differences among Senegal’s varied ethnic groups and the coexistence and synergies of tradition and modernity. The program includes extended field visits to Saint Louis, southeastern Senegal, and Mbour on the Petite Côte, as well as visits to Gorée Island, the Grand Mosque of Touba, Thies, Keur Moussa Benedictine Monastery, and Bandia Game Park.

French in the Senegalese Context
FREN 2000–3000 / 3 credits / 45 class hours
This language course introduces students to the richness and diversity of Senegalese cultural and artistic production in French. The course enhances students’ oral proficiency through emphasis on interaction with local artists and cultural workers and through immersion in everyday life. Through the study of postcolonial texts, students also learn about Senegalese oral culture and traditions, nation building, and the dynamics of contemporary society.

Intensive Language Study: Wolof
WOLO 1000 / 3 credits / 45 class hours
Emphasis on beginning oral comprehension skills through classroom and field instruction to facilitate everyday interaction and community immersion. Language practice with host families during homestays augments formal instruction. More advanced options are available for students with prior Wolof study.

Research Methods and Ethics in the Arts
ANTH 3500 / 3 credits / 45 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience, covering methodological approaches needed to conduct mentored independent study in the visual or performing arts in Senegal. The course introduces the Independent Study Project (ISP), including preparation of the ISP proposal. Content includes cross-cultural adaptation and skills building; project selection and refinement; research design and appropriate methodologies, including arts-based field practices; research ethics and the World Learning/SIT Human Subjects Review Policy. The course thus introduces arts-based research methods (including narrative, dance, poetic, visual, and musical-based inquiry).

Independent Study Project
ISPR 3000 / 4 credits / 120 hours
Conducted in Dakar or in another approved location appropriate to the project. The ISP may comprise a standard field-based research project; a creative ISP featuring visual, textual, or performing arts work; or a practicum-based ISP with an arts NGO. Sample topic areas: ethnomusicology and traditional instruments; popular music, video, and urban cultural production; role of dance in the ceremonies of the Serer; social meanings of traditional dress in modern Senegal; industrial and traditional fabric dyeing and design; griot and the recording industry in Senegal; Senegalese film; the artists of Gorée Island; graffiti and social change in Dakar; women and craft production.

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

Community Health and Social Policy

Examine community-based health concerns from a South African perspective, exploring the roles of the South African state, the media, and nongovernmental organizations (NGOs) mobilizing existing assets on a community level.

Coursework

Lecturers are drawn from institutions including the University of KwaZulu-Natal, the Centre for Culture and Media Studies, and the Human Sciences Research Council.

Approaches to Community Health in South Africa

IPBH 3000 / 3 credits / 45 class hours
An interdisciplinary course, taught in English, focusing on the social and historical features of South Africa, providing students with the requisite background knowledge to effectively engage in topics concerning healthcare promotion and provision in South Africa. Course topics typically include: social and political history of South Africa; education and urbanization; traditional and contemporary social structures; population and demography; ethnic diversity and political identity; maternal health and gender roles; social welfare; principles of community health; epidemiology and health indicators; globalization and the pharmaceutical industry; nutrition and sanitation; development theories; the media and health promotion; and behavior change.

The Practice and Provision of Community Health in South Africa

IPBH 3005 / 3 credits / 45 class hours
An interdisciplinary course, delivered in English, emphasizing healthcare provision in rural and urban South African contexts. During a rural excursion, students engage with rural homestay families, lecturers, and facilitators in a number of health facilities and NGOs. These experiences are complemented by classroom-based lectures on specific diseases and health-related topics. Course topics typically include:

Clinics and Hospitals
Health education; universal precautions; the state health system.

Rural Realities
Community health workers; rural schools and clinics; daycare centers; home-based care; lifestyle centers.

Politics and Interventions in Practice
HIV/AIDS; politicians and HIV; reproductive health; diseases of lifestyle; tuberculosis; cost-benefit analyses; universal healthcare.

Field Visits
The course generally includes several daylong field visits around Durban. These trips may focus on school- and home-based food programs, community-based programs for orphaned and vulnerable children, and health facilities.

Educational Excursions
The program includes educational excursions to Johannesburg and several areas in urban and rural KwaZulu-Natal. Students visit government clinics and community health centers, as well as healthcare facilities run by NGOs.

Discussion and Reflection Sessions
The program holds regular discussion and reflection sessions in which students are challenged to think critically, to process their experiences through active engagement with various program components, to express themselves using a variety of approaches, and to engage with alternate viewpoints, thereby connecting theory and practice.

Intensive Language Study: isiZulu
ZULU 1000 / 3 credits / 45 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction to facilitate daily interaction. Practice with host family members during homestays augments formal instruction. Language learning is linked to community health by providing insight into local conceptualizations of health and healing as expressed through isiZulu.

Social and Community Health Research Methods
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience, with additional emphasis on public health research methods. Introduction to the Independent Study Project (ISP) and development of the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; research ethics and the World Learning/SIT Human Subjects Review Policy (with particular emphasis on the ethics of health studies); establishing contacts and identifying resources; qualitative and quantitative research methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; basic statistics in epidemiology; methods for epidemiological studies; critical reading of medical trials and science in the media; data analysis; report writing; and formal research presentations.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Durban or an approved location in South Africa appropriate to the project. Students choose between a research- or practicum-based Independent Study Project. Practicum options include observation in community health organizations or on a community-based social-science study project. Sample topic areas: sociological consequences of HIV/AIDS; a historical review of food security and nutrition programs in a community-based NGO; public health education campaigns; African refugees’ and asylum seekers’ access to health service; analysis of the proposed National Health Insurance scheme; sustainable development and healthcare; local attitudes about access to healthcare facilities; indigenous healing practices.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Durban
Language Study isiZulu
Homestay Township of Cato Manor (Durban area), 5 weeks
Rural Visits/Homestays Umthwalume, 3 days; Impende, 3 days
Other Accommodations Hostels, private homes, 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/SFH.
South Africa

Multiculturalism and Human Rights

Explore issues of multiculturalism, ethnicity, and identity in the context of South Africa, from both historical and contemporary perspectives.

Coursework

Lecturers are drawn from institutions such as the University of Cape Town, Stellenbosch University, and the Steve Biko Foundation/Centre.

Multiculturalism and Human Rights in South Africa

AFRS 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the current sociopolitical debates surrounding South Africa’s multicultural society in the context of the country’s history of colonialism and conquest, slavery and oppression, and apartheid and racism.

Course topics typically include:

Politics and Human Rights
Precolonial and colonial history; slavery and its legacy; land expropriation and development of ethnic homelands; the landscape of apartheid; racial classification and the solidification of racial identities; resistance to apartheid including Black consciousness, military struggle, and the mobilization of youth; forced removals and the fragmentation of community; land tenure and indigenous land claims.

Governance, Politics, and the Constitution
The South African Bill of Rights and the Constitution of 1996; affirmative action and employment equity; educational reform; health sector reform; contemporary politics and the state of democracy in the nation.

Narratives of Identity and Social Change
SOCI 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English investigating social change in relation to education, language use, land tenure, civil society organizations, party politics, rural development, social welfare, nongovernmental organizations (NGOs), and tourism in three cultural contexts—Xhosa, Coloured/Khoe, and Afrikaner. Students examine identity markers beyond race such as gender, sexuality, class, and political affiliation. These identities are analyzed in relation to contemporary society; indigenous rights; crime, youth, and gangs; destigmatizing HIV/AIDS; youth and youth culture; social identities in transformation; and grassroots activism and the work of NGOs.

Educational Excursions
The program includes educational excursions to Johannesburg, Robben Island, Stellenbosch, and the Eastern Cape Province, including a homestay in a rural village.

Intensive Language Study: isiXhosa
XHOS 1000 / 3 credits / 45 class hours
The course emphasizes beginning speaking and comprehension skills through classroom and field instruction to facilitate everyday interaction and insights into the host community. In addition, students receive non-credit bearing introductory oral Afrikaans instruction.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
The Research Methods and Ethics course enables students to understand field-based learning techniques and critical ethical issues involved in the research process and design to gain the requisite knowledge and skills to effectively carry out mentored independent research in South Africa. 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; establishing contacts and identifying resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cape Town or in another approved location appropriate to the project. Sample topic areas: equity in education; affirmative action issues; the role of Afrikaans in a multilingual society; Xhosa women in contemporary South African society; socioeconomic realities of HIV/AIDS; student politics and university life; hate speech, racism, and freedom of expression; the role of religion in social change; the police, law, and social justice; microenterprise and the new South Africa; individual versus group identity.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Cape Town
Language Study isiXhosa, plus Afrikaans
Homestays Cape Town: Langa Township, 3 weeks; Bo-Kaap, 1 week; Stellenbosch, 1 week
Rural Visit/Homestay Tsabo in the Eastern Cape, 1 week
Other Accommodations Small hotels and hostels
Independent Study Project 4 weeks
Prerequisites None
South Africa

Social and Political Transformation

Experience the socioeconomic, political, and cultural dynamics of South Africa, an extraordinarily diverse country in transition.

Coursework

Lecturers are specialists in their areas and are drawn from the University of KwaZulu-Natal as well as a range of nongovernmental organizations including the Abahlali Shack Dwellers Movement; Phoenix Zululand, a restorative justice prison program; the Union of Refugee Women; and ACCORD, a conflict-resolution agency with programs across the African continent.

**Memory and Reconciliation in South Africa**

POLI 3000 / 3 credits / 45 class hours

An interdisciplinary seminar, taught in English, focusing on the challenges of reconciliation and transition and the role of remembering (and forgetting) in these processes. Lectures and discussions aim to provide students with a solid grasp of the historical background of South Africa’s apartheid system and contemporary developments leading to the dismantling of that system; the creation and work of the Truth and Reconciliation Commission (TRC); multiple visions for post-apartheid South Africa; the political, economic, and social structure of the future of South Africa; the role of memory in healing the trauma of the past; and an anthropological approach to the South African nation.

**Educational Excursions**

The program includes field visits to key historical sites in Johannesburg, the North Coast of KwaZulu-Natal, rural KwaZulu-Natal, Cape Town and Robben Island, the Ohlange Institute and Museum, Mahatma Gandhi’s house, and the Umfolozi-Hluhluwe Game Reserve. Excursions give students the opportunity to explore South Africa’s socioeconomic complexity, diversity, and natural beauty, together with its regional significance, in greater depth.

**Development, Transformation, and Nation Building**

SDIS 3000 / 3 credits / 45 class hours

An interdisciplinary seminar conducted in English focusing on development in South Africa, nation building as explored through education and the media in South Africa, and an analysis of the state of the nation. The course is premised on the interconnectivities of development and nation building in South Africa. Thus, when focusing in the first instance upon issues of development, students also consider how these issues have an impact on and are, in turn, shaped by specific patterns of nation building.

**Seminar topics include:** the evolution from the Reconstruction and Development Program (RDP) to a developmental state; the role of civil society, gender, education, and media in the goal of nation building; rural and agricultural development.

**Intensive Language Study: isiZulu**

ZULU 1000 / 3 credits / 45 class hours

The course emphasizes beginning speaking and comprehension skills through classroom and field instruction, complemented by discussions of Zulu history and culture, to facilitate daily interaction.

**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 seminar provides an introduction to the Independent Study Project and related material including cross-cultural adaptation and skills building; project selection and refinement; appropriate practices including oral history methods; research ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Conducted in Durban or in another approved location appropriate to the project. Students may choose to complete either a research-based or practicum-based Independent Study Project, the former being a traditional research paper and the latter emerging from a practicum with an affiliated organization working in social and/or political transformation. **Sample topic areas:** HIV/AIDS in South Africa; peace efforts in KwaZulu-Natal; democracy as defined by South Africans; education policy reform and implementation; the prison system in South Africa; independent churches and religion; the role of online media content in South Africa; trade unions and their alliance with the African National Congress; township jazz and political resistance; land reform; Zulu traditional healing and Western medicine; Afrikaner identity.

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

Wildlife Conservation and Political Ecology

Explore the delicate balance between ecological concerns and socioeconomic objectives in the vast wilderness expanses of northern Tanzania.

Coursework

Lecturers are specialists drawn from institutions including Sokoine University of Agriculture, the Tanzania Wildlife Research Institute, and various nongovernmental organizations.

Wildlife Conservation and Political Ecology Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the relationships among socioeconomic goals, ecological parameters, and cultural transitions from multiscale/actor perspectives in various Tanzanian landscapes.

Seminar topics typically include:
- **Tanzanian Cultures and Society**
  Precolonial and colonial history; Tanzania’s socialist experiment; contemporary neoliberal political and economic issues; discourses of development; cultural anthropology; human and physical geography.
- **Wildlife and Conservation**
  Paleocology and ecological zones of Tanzania; patterns of wildlife abundance and diversity; deforestation, soil erosion, and water catchment issues; management of national parks, reserves, and game-controlled areas; animal behavior and ecology; impact of economic development and tourism on anthropogenic landscapes; conservation education; poaching and hunting; environmental law and policymaking; natural resource management.
- **Educational Excursions**
  The program includes excursions to national parks and conservation areas including Serengeti, Tarangire, and Lake Manyara national parks; Ngorongoro Crater Conservation Area; Mazumbai Forest Reserve; Ndarakwai Ranch; Loliolong Game Controlled Area; and Enashiva Nature Reserve. All excursions are designed with the objective of changing scales and locations, providing a variety of perspectives through which to explore essential questions.

Intensive Language Study: Kiswahili
SWAH 1000–2000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction to facilitate daily interaction and communication. Students with no previous knowledge of Kiswahili are placed in intensive novice classes with opportunities for advancement with further language practice during homestays and field visits. Based on in-country evaluation, students with previous Kiswahili knowledge who test higher than the course offerings pursue Guided Self-Instruction.

Environmental Research Methods and Ethics
ENVI 3500 / 4 credits / 60 class hours
A course in environmental research methods and ethics concerning both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related political ecology issues. The course provides an introduction to the Independent Study Project (ISP), supports ISP proposal preparation, and reviews environmental research ethics and the World Learning/SIT Human Subjects Review Policy. Specific research methods include interviews, surveys, focus groups, participatory rural-appraisal techniques, maintenance of a field study journal, and non-statistical analysis of qualitative data. Specific ecological field study methods include micro- and macrohabitat analysis, wildlife population sampling and analysis, fauna and flora identification, animal behavior, geographic information systems, and statistical analysis of data sets.

Independent Study Project
ISP 3000 / 4 credits / 120 class hours
Conducted in Arusha, Moshi, or surrounding areas or, with program approval, other parts of Tanzania. **Sample topic areas:** impact of tourism on local cultures or the natural environment; perspectives on management options in designated wildlife areas; environmental education; soil conservation in Mayo Village; body modifications among Maasai at Ngare Sero; behavior of *Colobus guereza* in Sagara Forest; canopy and habitat use in sympatric primate species; modernized farming methods in Mgwashii; Arusha youths’ views on population and the environment; vegetation analysis of elephant damage at Ndarakwai Ranch. Note: Because of restrictions on fieldwork in Tanzania, students should expect to spend all or most of the Independent Study Project outside the boundaries of Tanzania’s national parks.

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

Zanzibar—Coastal Ecology and Natural Resource Management

Examine coastal ecology and natural resource management in one of the most remarkable areas of the world: Zanzibar and the islands of the Western Indian Ocean.

Coursework

Lecturers are drawn from institutions including the University of Dar es Salaam and its affiliate, the Institute of Marine Sciences in Zanzibar, in addition to practitioners from local NGOs and Zanzibari civil society.

Coastal Ecology and Natural Resource Management Seminar

ENVI 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Seminar topics typically include:

Zanzibari Culture and Society

Precolonial and colonial history; independence, revolution, and the union; contemporary political and economic issues; rural development and appropriate technology; cultural anthropology; human and physical geography; Islam and society; role of women in Islam.

Coastal Resource Management

Coastal zone management; fisheries resources; mangroves; seaweed; environmental law and policymaking; biodiversity; basic oceanography; coastal erosion; conservation strategies; community-based conservation; coral reefs; coastal forests; development and urban pollution; the roles of conservation and environmental education in relation to tourism in Zanzibar.

Coral Reef Conservation

Analysis of marine systems including the ecology and interdependence of corals, sea grass, and mangrove systems of the Indian Ocean; coral identification; examples of symbiosis in coral communities; fish of the Indian Ocean; migration and distribution of animals; threats to coral reefs; the relationship between coral reefs and coastal communities; evaluating the health of coral communities.

Educational Excursions

Program excursions provide students with the opportunity to examine directly the consequences of ecotourism on coastal forests and ecosystems. The program includes excursions to neighboring Pemba Island and Misali Island Conservation Area; the Tanzanian mainland, including an opportunity to experience terrestrial megafauna at Mikumi National Park; and local field visits, including to Chumbe Island Coral Park Ecotourism Project and Reserve, Jozani Forest, the Zanzibar Butterfly Centre, and other areas of ecological and cultural interest.

Environmental Research Methods and Ethics

ENVI 3500 / 4 credits / 60 class hours

A course in environmental research methods and ethics for both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data in order to critically understand and evaluate program-related environmental issues. The course provides an introduction to the Independent Study Project (ISP), supports ISP proposal preparation, and reviews environmental research ethics and the World Learning/SIT Human Subjects Review Policy. Research methods include interviews, surveys, maintenance of a field study journal, and non-statistical analysis of qualitative data. Specific ecological research methods may include micro- and macrohabitat analysis, fauna and flora identification, biodiversity monitoring, population analysis, and animal behavior.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in the Zanzibar archipelago or in another approved Tanzanian coastal location. Sample topic areas: turtle conservation on Misali Island; oral histories of a Zanzibari fishing village; a survey of invasive species in Jozani Forest; environmental impact of hotels on Unguja; a survey of coral genera near Chumbe Island; a survey of red colobus monkey migration corridors; ecological impacts of salt farming; environmental education in local schools; urban water use on Pemba; feasibility and impacts of seasonal closure of an octopus fishery; an assessment of community-based ecological monitoring.
Uganda

Development Studies

Examine development in theory and in practice throughout Uganda, while experiencing current concepts and debates in development studies in the vibrant context of Kampala.

Coursework

In Uganda, lecturers are drawn from institutions including Makerere University, the Uganda Change Agent Association, the Economic Policy Research Centre, the Uganda Human Rights Commission, and Sustainable Empowerment for Economic Development, in addition to scholars and specialists in Rwanda.

Development Studies

AFRS 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions focused on development studies as theorized and practiced in Uganda.

Course topics typically include:

Ugandan Culture and Society

Precolonial, colonial, and postcolonial history, together with the study of Uganda's geography and distribution of ethnic groups, provide the context for understanding the specificities of development debates in Uganda.

Development Studies

This three-part unit begins with an introduction to theories of development. This is followed by a focus on 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 unit, students select one of the following in-depth electives: gender and development, public health, entrepreneurship and microfinance, environment and development, or grassroots development. These electives, 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 Makerere University 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, Mwanamugim Nutritional Unit, Child Restoration Outreach, Nakivale Refugee Settlement, the UN Millennium Village Project, the Buganda Parliament, and traditional medicine clinics. Other site visits are conducted during the in-depth elective module weeks. In addition to these domestic excursions, the program conducts a one-week comparative study of Rwanda's development approaches and projects, as overseen by the Rwanda Governance Board.

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 support formal instruction.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course is designed to prepare students to undertake a research- or practicum-based Independent Study Project (ISP) and to do so in ways that are ethically, methodologically, and analytically sound. The course covers concepts of learning across cultures and from field experience and prepares students for independent field-based research by using readings and activities designed to build skills in qualitative research methods. These include skills in project design and proposal development; observation and interviewing; gathering, analyzing, organizing, and presenting data; and establishing contacts and identifying 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, including the

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

Independent Study Project 6 weeks

Prerequisites Although there are no prerequisites, a background in development studies or a related field is strongly recommended.

World Learning/SIT Human Subjects Review Policy, while reflecting critically on their role as “outsiders” in the development process.

Independent Study Project

ISPR 3000 / 6 credits / 180 class hours

Students have the option to pursue a six-week research- or practicum-based Independent Study Project (ISP). In the practicum-based ISP, students select a development organization or social entrepreneurship initiative with which to complete a six-week practicum. In consultation with the academic director, the practicum can be completed in Kampala or other areas of Uganda with organizations engaged across a broad spectrum of development initiatives. In both forms of the ISP, a final paper and oral presentation are submitted for evaluation.

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

Post-Conflict Transformation

Examine the human costs of conflict in northern Uganda and the ways local communities are fostering peace, economic development, and sustainable reconciliation.

Coursework

Lecturers include leading Ugandan and Rwandan academics from Gulu University, Makerere University in Kampala, and the National University of Rwanda in Butare; activists; civil society leaders; and practitioners working in post-conflict/genocide transformation, justice, and development.

Contextualizing Conflict in Northern Uganda
AFRS 3000 / 3 credits / 45 class hours
This multidisciplinary seminar, taught in English, explores the social, political, economic, cultural, linguistic, and ecological issues underlying conflict in Uganda. Students examine national and ethnic identity in Uganda and the role of these constructions in conflict. The course takes a regional approach to conflict in the Great Lakes basin, including an excursion to Rwanda for a comparative view of post-genocide transformation.

Course topics typically include: colonial legacies and origins of conflict in Uganda; international dimensions of conflict in northern Uganda; economic and social impacts of large-scale conflicts; decentralization and government policies; pre-genocide political development; post-genocide politics in Rwanda; role of religion in Rwanda’s genocide; refugee issues in Rwanda’s politics.

Post-Conflict Transformation
PEAC 3000 / 3 credits / 45 class hours
This multidisciplinary course, conducted in English, is designed to introduce students to the contemporary dynamics of post-conflict transformation and peacebuilding in Uganda. Areas of focus include internally displaced persons (IDPs), refugees, institutional and cultural processes of peace restoration, and community building. The course provides a regional comparative approach to post-conflict transformation, including an excursion to Rwanda, to contrast peacebuilding approaches in Gulu with processes of reconciliation and restoration in Kigali.

Course topics typically include: conflict analysis, assessment, mapping, and prevention; stages of conflict and genocide; IDPs and the refugee situation in post-conflict northern Uganda; women’s roles in peacebuilding; the International Criminal Court and tribunals; transitional and restorative justice; forgiveness and reconciliation; reintegration of former child soldiers in Uganda; post-conflict education and training programs; conflict memories; refugee settlements; memorials; unity and reconciliation processes in Rwanda; outreach programs; Rwanda’s post-genocide economic growth and development.

Educational Excursions
The program includes field visits to former IDP camps in northern Uganda, refugee settlements, museums, and sites of collective memory. An excursion to Rwanda provides students with the opportunity to study pre-genocide politics and post-genocide restoration and peacebuilding in a comparative context and to learn about post-conflict transformation in the broader Great Lakes region. In Rwanda, visits include genocide memorials, Travaux d’Intérêt Général (TIG) community service projects, and transitional justice organizations.

Intensive Language Study: Acholi
ACHO 1000 / 3 credits / 45 class hours
This course emphasizes introductory speaking, practical usage, and comprehension skills through classroom and field instruction to facilitate daily interaction and communications within northern Uganda. Formal instruction is augmented by language practice with host families during the homestay.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience, Research Methods and Ethics enables students to understand field-based learning techniques and critical ethical issues involved in research design, to gain the requisite knowledge and skills to effectively carry out mentored independent research in Uganda. Students are introduced to the Independent Study Project (ISP) and develop the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; research ethics and the World Learning/SIT Human Subjects Review Policy.

Program Duration
Fall/Spring 15 weeks
Credits
16
Program Base
Gulu
Language Study
Acholi
Homestay
Gulu, 6 weeks
Rural Visit/Homestay
Kitgum, 3-5 days
Other Accommodations
Hostels, guest houses, or small hotels
Independent Study Project
4 weeks
Prerequisites
Although there are no prerequisites, students should exhibit sensitivity and the psychological and emotional maturity, stability, and patience required to engage with these difficult and intense subjects. Studying conflict and its aftermath, not only through lectures but through field visits and discussions with those in communities most immediately affected, may be challenging and upsetting.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Gulu or another approved location in Uganda appropriate to the project. Students have the option to pursue a research- or practicum-based Independent Study Project (ISP). In the practicum-based ISP, students select a community or nongovernmental organization in consultation with the academic director. In both forms of the ISP, a final paper and oral presentation are submitted for evaluation. Sample topic areas: peace camp curricula; local perspectives on peace negotiations; media coverage of conflict; economic dimensions of conflict; traditional justice systems; challenges of post-conflict reconstruction; gender and conflict; the politics of conflict memory; counseling and psychosocial support in post-conflict environments. Sample practicum sites: Human Rights Focus, Caritas, Invisible Children, The Recreation Project; Gulu Women’s Economic Development and Globalization (GWED-G), and the Acholi Cultural Institution (Ker Kwaro Acholi).

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