2014 Course Catalog

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Argentina

Public Health in Urban Environments

Examine the realities of public health policy, the challenges of urban epidemiology, and the issues of healthcare equity in Buenos Aires—one of Latin America’s largest cities.

Coursework

Lecturers are drawn from universities such as ISALUD University, Arturo Juaretche National University (AJNU), National University of Buenos Aires (UBA), National University of Tucumán (UNT), Aconcagua University in Mendoza, and research centers such as the Center for Population Studies (CENEPI) and the Center for the Study of State and Society (CEDES), as well as hospitals and health ministries.

Health Systems, Policies, and Programs

IPBH 3005 / 3 credits / 45 class hours
In this seminar, students explore the emergence of healthcare systems and policies within Argentina’s broader social, political, and economic history. Students examine healthcare at different scales of analysis, comparing and contrasting national, provincial, and local health systems as well as private, public, and socialized healthcare throughout the country. Students investigate firsthand the disparities of health and equity as they research alternative policies designed to reduce inequality. All coursework is conducted in Spanish.

Epidemiology and Social Determinants of Health

IPBH 3000 / 3 credits / 45 class hours
This interdisciplinary seminar focuses on Argentina’s epidemiological profile. Students explore the relationship between urban environments and the health of city residents. While recent public health sector achievements have improved the living conditions of many urban dwellers, great inequalities and inequities in health still exist. Through readings, lectures, and educational site visits, students critically analyze contemporary health challenges as they relate to epidemiology and social determinants of health. All coursework is conducted in Spanish.

Intensive Language Study: Spanish for the Health Sciences

SPAN 2000–3000 / 3 credits / 45 class hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional health science literature as they learn the formal terms and local expressions needed to discuss health policy issues, to conduct field research, and to interact in settings related to the program themes (such as clinics, community associations, government offices, and so on). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for health-related research. They examine the ethical issues surrounding field research related to health issues and medicine and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Educational Excursions

The program typically includes field excursions within the area of the city of Buenos Aires and municipalities in the Buenos Aires province, as well as a one-week stay in Tucumán and Mendoza provinces. In each location, course sessions and educational visits are delivered by local faculty, health practitioners, government officials, and local community groups.

Program Duration  Fall/Spring 15 weeks
Credits 16
Program Base Buenos Aires
Language Study Spanish
Homestay Buenos Aires, 12 weeks
Other Accommodations Small hotels and hostels
Independent Study Project 4 weeks
Prerequisites
Previous college-level coursework and/or other significant preparation in health sciences, political science, anthropology, sociology, or development studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework and assignments in Spanish, as assessed by SIT.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/ARH.
Argentina

Regional Integration, Development, and Social Change

Examine the social and economic development strategies of South America’s Southern Cone countries—Argentina, Brazil, Uruguay, and Paraguay.

Coursework

Lecturers are drawn from institutions such as the Institute for Social and Economic Development (Argentina) and the University of Rosario (Argentina).

Development and Social Change

LACB 3005 / 3 credits / 45 class hours
In this seminar, students explore theories of development and models of social change from an interdisciplinary perspective. An emphasis is placed on comparing Argentina, Paraguay, Uruguay, and Brazil. In particular, students examine the expansion of the soy model in the region, studying its benefits and potential risks in economic, environmental, and human arenas. Throughout the seminar, students are also inquiring into marginalized and at-risk populations as they are affected by these development strategies (for example, unemployed workers, migrant groups, indigenous communities, and women). All coursework is conducted in Spanish.

Regional Integration

LACB 3000 / 3 credits / 45 class hours
This course provides students with a general overview of the integration process in the MERCOSUR (Mercado Común del Cono Sur) region. Students analyze the primary social, economic, and political challenges associated with the integration efforts of MERCOSUR countries and examine the role of the different institutions and actors involved. This course is carried out in three different locations: Buenos Aires; Porto Alegre, Brazil; and Montevideo, Uruguay. All coursework is conducted in Spanish.

Educational Excursions

The program typically includes educational visits in and outside the city of Buenos Aires, as well as an excursion to Asunción, Paraguay. Students also travel to Montevideo, Uruguay, to visit the MERCOSUR headquarters and to Porto Alegre, Brazil, where Brazil’s leading role within MERCOSUR is discussed. In each location, course sessions and educational visits are delivered by local faculty, development practitioners, government officials, and local community and labor groups.

Intensive Language Study: Spanish for Social Sciences and Development
SPAN 2000-3000 / 3 credits / 45 class hours
This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn both formal terms and local expressions needed to discuss development issues, to conduct field research, and to interact in settings related to the program themes (such as nongovernmental organizations, grassroots associations, and so on). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: bilateral government-owned development projects; immigration policy changes; development of corporate social responsibility; women’s political participation; changes in political participation; eliminating child labor; sustainability of agricultural export production; gender issues.

Program Duration  Fall/Spring 15 weeks
Credits  16
Program Base  Buenos Aires
Language Study  Spanish
Homestay  Buenos Aires, 12 weeks
Other Accommodations  Small hotels and hostels

Independent Study Project  4 weeks
Prerequisites  Previous college-level coursework and/or other significant preparation in sociology, political science, economics, or development studies, as assessed by SIT. Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework and assignments in Spanish, as assessed by SIT.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/ARD.
Argentina

Social Movements and Human Rights

Study Argentina’s diverse social movements and the country’s history of struggle to guarantee its diverse populations’ human rights.

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
This course introduces students to Argentina’s long struggle to guarantee its diverse populations’ human rights, defined broadly to include cultural, civil, political, and other rights. Students study the history of Argentina’s dictatorship, state terrorism, and the Dirty War, focusing on the rampant abuses of human rights and the case of Argentina’s desaparecidos (the disappeared). They then examine the present International System of Human Rights Protection and the use of legislation as a tool for social transformation as human rights issues are continually redefined in Argentina. Students also analyze the themes of memory and memorialization. All coursework is conducted in Spanish.

Social Movements and Human Rights in Argentina
LACB 3000 / 3 credits / 45 class hours
In this second seminar, students focus on social movements that have emerged as Argentines demand human rights and protest a range of sociopolitical inequities and injustices. Students analyze social movements from the 1990s to the present, focusing on both political and social contexts, and asking who has been included or excluded from these efforts. They consider the challenges faced by these movements at the local, national, and international levels. The course includes both a theoretical component and case studies that allow students to apply the concepts to actual issues. By the end of the seminar, students are able to identify and analyze the ways in which Argentine scholars address and frame questions of human rights and social justice and to assess new models of community-based social, political, and economic organization. All coursework is conducted in Spanish.

Educational Excursions
As a part of both seminars, students travel to northwestern Argentina and the Bolivian border, as well as to Patagonia, where they spend time in Bariloche and take part in a rural homestay in a Mapuche indigenous community. Both excursions emphasize various social struggles in relation to gender, peasant, indigenous, and environmental rights. At each site, lectures are delivered by university faculty, development and human rights practitioners, government officials, and local development workers.

Intensive Language Study: Spanish for Social Sciences
SPAN 2000–3000 / 3 credits / 45 class hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn the terms and expressions needed to discuss human rights and social movement issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to human rights and other program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: labor rights; rights of migrants; issues of identity; women’s rights; LGBTQ rights; indigenous rights and community; the memory and memorialization; art as a tool for social transformation; children’s rights.
Bolivia

Multiculturalism, Globalization, and Social Change

Explore how concepts of development and cultural identity are being creatively redefined in Bolivia, a country with 36 ethnic groups and the first indigenous president in South America.

Coursework

The program draws lecturers from a wide range of sites. Lecturers include intellectuals from institutions such as the Democracy Center, Centro de Estudios Superiores Universitarios at the Universidad Mayor de San Simón, as well as leaders of social movements and local nongovernmental organizations such as Mujeres Creando and the Andean Information Network.

Historical and Contemporary Social Change in Bolivia

LACB 3000 / 3 credits / 45 class hours

Bolivia boasts some of the most well-organized social movements in Latin America. This interdisciplinary course allows students to examine the history of decolonization and contemporary struggles. Topics include indigenous resistance to colonization; the 1952 revolution and agrarian reform; the 2000 water and 2003 gas rebellions; Bolivian feminist movements. Students examine a range of movements calling for social change and consider how these efforts overlap, diverge, and collectively say something about Bolivia's future trajectory. All coursework is conducted in Spanish.

Multiculturalism and Globalization in Bolivia

LACB 3005 / 3 credits / 45 class hours

In the second seminar, students inquire into the interplay between multiculturalism/pluralism and globalization. With 36 ethnic groups and the largest indigenous population in Latin America, Bolivia provides a unique site in which to consider these issues. Students examine Andean and Amazonian worldviews and ask how indigenous communities are reclaiming their cultural identities as they creatively respond to the pressures of an increasingly globalized world through grassroots movements. All coursework is conducted in Spanish.

Educational Excursions

In order to study the program themes from multiple angles and interact with a range of indigenous groups, students spend extensive time outside Cochabamba. They travel to the tropical lowlands; the Andes altiplano; and El Alto, the largest indigenous city in Latin America. Frequent locations incorporated into the program include La Paz, Lake Titicaca, Tiwanaku, and Santa Cruz, although specific sites vary from semester to semester.

Intensive Language Study: Spanish for the Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They read a wide range of intellectual work as they learn the formal terms and local expressions needed to conduct field research, to discuss sociocultural issues, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency. Advanced students have the option of studying Bolivian literature or Quechua in lieu of Spanish.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project in traditional and nontraditional formats. Through lectures, readings, and field activities, students study and practice a range of methods. They examine the ethical issues surrounding field research and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program’s themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted at any approved and appropriate location in Bolivia, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. In Bolivia, students have the unique option of producing a documentary film or writing and publishing a trilingual (Quechua/Spanish/English) children’s book on a topic of their choice as a part of the research experience. Sample topic areas: Past students have developed children’s books focused on ethno-development and cultural change and the struggle over land rights in indigenous communities; films focused on migration and family survival strategies and the effects of global warming on glaciers in the Andes; and miscellaneous projects focused on the role of women in civil society, the integration of traditional and Western medicine, and the application of educational reform.
Brazil

Amazon Resource Management and Human Ecology

Explore natural resource management and human ecology in diverse settings across the Amazon River Basin.

Coursework

Lecturers are drawn from local institutions located in Belém, Santarém, and other program sites including Universidade Federal do Pará (UFPa), the Instituto Nacional de Pesquisas da Amazônia (INPA), and the Instituto do Homem e do Meio Ambiente na Amazônia (Imazon), among others.

Natural and Human Ecology in the Amazon
ENVI 3005 / 3 credits / 45 hours
An interdisciplinary course conducted in English and Portuguese (interpretation provided), this seminar surveys the principle ecosystems of the Brazilian Amazon and the human populations that impact the natural resource base in the region. Students conduct field exercises in diverse ecosystems, from coastal mangroves to the Terra Firme dry land forests in the interior of the Amazon. Course topics typically include a historical overview; the realities of diverse inhabitants of the region; biophysical geography and regional ecosystems; and forest fragmentation and succession dynamics. Students analyze the relationship between the human and natural components of the Amazon region.

Resource Management and Socio-environmental Conflicts in the Amazon
ENVI 3000 / 3 credits / 45 hours
In this seminar, students examine the current environmental conflicts of the Brazilian Amazon. Course topics typically include economics of tropical deforestation, conservation units, government policies, roles of nongovernmental organizations, international perspectives, environmental economics, agriculture and agribusiness, agroforestry, resource extraction, hydroelectricity and energy production, non-timber forest products, ecotourism, land distribution and conflicts, and the Landless Workers Movement (MST). The course includes lectures in English and Portuguese (interpretation provided) and emphasizes direct field exercises.

Educational Excursions
Excursion sites may vary according to semester logistics and site conditions, but students on this program generally visit Curuçá, Zona Bragantina, the Trombetas River system, Jurutí, Santarém, Altamira, Tucurui, Jacundá, Marabá, and Parauapebas to visit NGOs, listen to lectures, and conduct a range of field activities. Students also visit a rural caboclo community to learn how the community maintains its livelihood from traditional resource extraction.

Intensive Language Study: Portuguese for the Natural Sciences
PORT 1000–3000 / 3 credits / 45 hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They begin to read professional scientific literature as they learn the formal terms and local expressions needed to discuss environmental issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Environmental Research Methods and Ethics
ENVI 3500 / 3 credits / 45 hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice both qualitative and quantitative methods related to environmental data collection and analysis. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course the students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program’s environmental themes. This course is conducted in English and Portuguese (with interpretation).

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Belém or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: land use; water management, aquaculture, and fishing; agroecology; environmental policy; mining; alternative energy resources; alternative farming practices; ecotourism; informal market economics; waste management; management of conservation units; sustainable hunting practices.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/BRA.
Brazil

Public Health, Race, and Human Rights

Investigate healthcare realities, policy, and delivery systems among disadvantaged groups in the Brazilian state of Bahia.

Coursework

Lecturers typically include physicians and nurses; government health officials; sociologists, anthropologists, and professionals at multilateral agencies; and Candomblé healers.

Public Health and Race in Brazil
IPBH 3000 / 3 credits / 45 class hours
The course focuses on public healthcare issues as well as community welfare policies and realities. Students examine the Brazilian national healthcare system along with alternative healthcare practices, focusing more specifically on the northeast region of Brazil. Students observe firsthand the functioning of the healthcare system at the local level. They critically engage the Brazilian model for public health, the Sistema Único de Saúde, and analyze key Brazilian national health programs.

Students also study health concepts and practices used by Afro-Brazilian groups, considering the connection between healing and spiritual beliefs and examining how this plays out in alternative treatments for a range of illnesses including psychiatric/mental health issues. Finally, students explore issues of economics and access as they relate to both state-sponsored and alternative methods of health treatment. This course is conducted in English and Portuguese (with interpretation).

Human Rights and Healthcare in Brazil
IPBH 3005 / 3 credits / 45 class hours
The United Nations decrees that quality healthcare is a human right. In this seminar, students examine how access to this right is gained or not gained among diverse Brazilian populations, focusing in particular on the African descendant population and indigenous people as two of the nation’s most clearly marginalized groups. After studying racial, religious, and regional diversity in Brazil, students explore how social determinants affect the health of Brazil’s diverse populace. They examine Brazil’s health profile and learn how to analyze the economic, structural, and ideological determinants of public health planning and practices in Brazil. The course is conducted in English and Portuguese (with interpretation).

Educational Excursions
Destinations include Ilha de Maré, where students visit a quilombo community. Short trips may include visits to public health services at the federal, state, and municipal levels; visits to health centers in rural areas; and visits to Afro-Brazilian religious centers. The program has four rural visits, in Cachoeira, Ilha de Maré, Ilhéus, and Remanso (Lençóis).

Intensive Language Study: Portuguese for the Health Sciences
PORT 1000–3000 / 3 credits / 45 class hours
In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They learn the terms and expressions needed to conduct field research, to discuss health-related topics, and to interact in settings connected to the program’s themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Public Health Research Methods and Ethics
IPBH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for health-related research. They examine the ethical issues surrounding field research related to health issues and medicine and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. The course is conducted in English and Portuguese (with interpretation).

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Salvador
Language Study Portuguese
Homestay Salvador, 7 weeks
Rural Visits/Homestays Ilha de Maré, 1 day; Cachoeira, 4 days; Ilhéus, 7 days; Lençóis/Remanso, 7 days
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project 3–4 weeks
Prerequisites None, although a background in Portuguese, Spanish, or another Romance language is highly recommended.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Salvador, elsewhere in the state of Bahia, or in another approved location in the Brazilian northeast appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: the health of adolescent mothers and their offspring; Afro-Brazilian health issues; factors affecting well-being in a quilombo community; healing in the Candomblé tradition; drug and alcohol rehabilitation programs in Salvador and rural areas; Brazilian AIDS policy; empowerment of women.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/BRH.
Brazil

Social Justice and Sustainable Development

Examine the vast human and environmental challenges confronting northeast Brazil’s populations and the impact of social inequities on economic growth.

Coursework

Lecturers are drawn from institutions such as the Instituto Brasil/Estados Unidos/Ceará, the State University of Bahia, and the Federal University of Ceará.

**Social Justice and Public Policy in Brazil**

LACB 3000 / 3 credits / 45 class hours

This core seminar invites students to examine the social, political, and economic forces shaping development patterns in northeastern Brazil. Students explore the political history of the region, analyzing social movements and the structural roots of poverty. They then consider the area's economic history and contemporary realities, studying land tenure issues, the impact of urbanization and the favelas, the plight of street children, and the Landless Workers' Movement. A final cluster of lectures introduces students to the African diaspora in northeastern Brazil. This interdisciplinary seminar is conducted in English and Portuguese (with interpretation).

**Race, Gender, and Sustainable Development in Brazil**

LACB 3005 / 3 credits / 45 class hours

In the second seminar, students explore the historical and present struggles of Afro-Brazilians in much more depth, paying particular attention to issues of gender and sustainability. Through lectures, site visits, and discussions, students analyze communities’ efforts to dismantle a complex and violent system of discriminatory and exclusionary practices. Particular attention is dedicated to the historical construction of Afro-descendant identity, the influence of Afro-descendant social and political movements, and recent governmental affirmative action initiatives to address racial discrimination and exclusion. Emphasis is also placed on efforts to achieve sustainable human relationships, and students inquire into women’s role in these processes.

**Educational Excursions**

Through educational excursions within the state of Ceará, students learn about northeastern Brazil’s diverse urban and rural communities and compare regional responses to social injustice. Excursion sites typically include one other location in the northeast of Brazil such as Recife, Salvador, Amapá, or São Luís. Students also visit a rural settlement to learn about agrarian reform laws and struggles for more democratic structures of land tenure.

**Intensive Language Study: Portuguese for Social and Development Studies**

PORT 1000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn the formal terms and local expressions needed to discuss social issues, to conduct field research, and to interact in settings related to the program themes (such as clinics, community associations, government offices, and so on). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency. Special arrangements are available for advanced speakers of Portuguese.

**Research Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of social science methods appropriate for researching the program's main themes. They examine the ethical issues surrounding field research related to social justice and sustainable development concerns and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. Coursework is conducted in English and Portuguese (with interpretation).

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Conducted in Fortaleza or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** agrarian reform in the state of Ceará and the northeast; urbanization and economic development; urban social movements; aspects of Afro-Brazilian culture; migratory trends and demographic impact; changing role of women; economic and social plight of favela dwellers; culture and racial identity in northeastern Brazil; nongovernmental organizations and community organizations; issues of cultural identity; alternative healing practices; religion and culture; class issues; social action among youth; rights of the elderly.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/BRR.
Chile
Comparative Education and Social Change
Study educational policies and pedagogies in Chile and Argentina, exploring the relationship between education, society, and diversity in both countries.

Coursework

Lecturers are drawn from institutions such as Universidad Alberto Hurtado Research Centre, the Chilean Teachers’ Federation, and Argentina’s Ministry of Education.

Education Quality and Equity: Tensions and Proposals
LACB 3000 / 3 credits / 45 class hours
In this first seminar, students examine the Chilean educational system in the context of global changes. In particular, they study the relationship between education and society in Chile and the current crisis in education. Course topics include educational equity policies and the impact on social indicators; education and human rights; gender, sexuality, religion, and ideology; special education and its challenges; rural education; and university reform. All coursework is conducted in Spanish.

Bilingual Intercultural Education and Popular Education
LACB 3005 / 3 credits / 45 class hours
The second seminar introduces a comparative focus by having students examine both the Chilean and Argentine educational systems. The course focuses on intercultural education, the role of identity and diversity in educational practices, and bilingual education in both nations. Students examine the particular case of Mapuche communities in Chile. As a second major theme, students also consider popular education models, reading Freire and others, relating these models to social movements. In both areas—the intercultural and the popular—students critically examine the tensions among the different actors in the educational system: students, teachers, and the government. Similarly, through both intercultural and popular education themes, students discuss issues of equity, human rights, and educational policies with reference to the current legislative framework. All coursework is conducted in Spanish.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science and educational research methods. They examine the ethical issues surrounding field research related to working with schools, children, and marginalized groups, and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well. Sample topic areas: identity issues and intercultural education in rural Mapuche schools; education and cultural identity through children’s arts expressions; structural aspects of education; English language practice; the Penguin revolution and its effects; school reentry in Buenos Aires; ethnicity in child care in slum areas of Buenos Aires; gender roles in schools; national identity in students; human rights; popular education and social change.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/CIK.
Chile

Cultural Identity, Social Justice, and Community Development

Explore Chile’s recent political and social history and discover how Chileans are working to reconcile with the past while struggling to create a more equitable and culturally inclusive society.

Coursework

Lecturers are drawn from institutions such as Universidad de Chile, Universidad de Valparaíso, Universidad ARCIS, the HUMANAS feminist organization, and ECO-Comunicaciones. Academic courses are taught at Universidad Santa María in Valparaíso.

Culture and Society in Contemporary Chile
LACB 3000 / 3 credits / 45 class hours
This course introduces students to societal and cultural changes in Chile by reviewing the military dictatorship and the post-dictatorial political order. Students analyze both old and new forms of subjectivity and sociocultural practice, which have emerged as a consequence of and in response to hegemonic political and economic discourses. Students analyze cultural values and antagonisms, considering issues of exclusion and marginalization in terms of class, gender, sexuality, youth, and ethnicity. Students also consider the cultural influence and impact of political violence in the production of subjectivity and culture during the dictatorship. All coursework is conducted in Spanish.

Socioeconomic Development in Chile
LACB 3005 / 3 credits / 45 class hours
Chile has undergone a number of drastic and diverse economic and political changes since the military coup of 1973. After the end of dictatorship in 1989, economic growth and political stability in Chile were hailed by the international business community and economic agencies as a model to follow for the rest of Latin America and the world. In this course, students critically question this process by looking at the impact the Chilean political system and the neoliberal model of economic development have had on the standards of living and quality of life of most Chileans. The course addresses political issues related to human rights violations, the character of the political constitution, labor relations in Chile, and the institutional continuities and discontinuities between dictatorship and democracy. All coursework is conducted in Spanish.

Educational Excursions
The program incorporates short excursions to points of interest in Valparaíso and Santiago. A longer, 13-day excursion focused on Mapuche indigenous people allows students to travel to the region of Araucanía in southern Chile.

Intensive Language Study: Spanish for Social and Cultural Studies
SPAN 2000–4000 / 3 credits / 45 class hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading cultural studies literature as they learn the theoretical terms and local expressions needed to discuss sociocultural issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Valparaíso or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: memory and political violence; social movements; gender and sexuality; indigenous beliefs and culture; migration and ethnic minorities; youth culture, political parties, and processes; social class and community; youth culture, art, music, and cultural production.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Valparaíso
Language Study Spanish
Homestay Valparaíso / Viña del Mar, 7 weeks
Rural Visit/Homestay Mapuche community, 13 days
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project 4 weeks
Prerequisites Previous college-level coursework in the social sciences, sociology, anthropology, gender, and/or cultural studies. Three recent semesters of college-level Spanish or the equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/CIR.
**Chile**

**Political Systems and Economic Development**

Explore the political and economic dynamics shaping 21st-century Chile, investigating how the country has evolved from dictatorship to democracy and evaluating its label as an “economic miracle.”

**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

This interdisciplinary seminar is organized around the claim that Chile has one of the highest standards of democratic governance in Latin America. Students evaluate the veracity of this claim by analyzing the historical roots and current structure of Chile’s political system. After studying the historical context and the effects of the dictatorship and Chile’s transition to democracy, students examine the current system, questioning the limits of electoral democracy and the authoritarian legacy in the current political and economic model. In particular, they study the influence of formal and informal institutions and the emergence of social movements as they impact Chile’s current identity. All coursework is conducted in Spanish.

**Economic Development and Social Inequality in Chile**

LACB 3005 / 3 credits / 45 class hours

In the second seminar, students focus on Chile’s recent economic changes and development. Students examine Chile’s “economic miracle” and the consolidation of the Chilean neoliberal economic system. They also study the transnationalization of the Chilean economy. From a critical standpoint, they explore the validity of the country’s reputation as a “success story” within Latin America. All coursework is conducted in Spanish.

**Research Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Conducted in Santiago or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **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.
Chile

Public Health, Traditional Medicine, and Community Empowerment

Gain unique insight into healthcare policies, politics, and delivery as well as traditional medicinal practices in Chilean communities.

Coursework

Lecturers are drawn from institutions such as Universidad de Tarapacá, Jorge Basadre University (Peru), the Indigenous Health System in the Putre and Temuco regions, the Nueva Imperial Hospital, public health centers, and national and local government bodies. Additional lecturers include herbalists and intercultural medicine practitioners.

Public Health in Chile
IPBH 3000 / 3 credits / 45 class hours
Through this interdisciplinary seminar, students examine theoretical and practical approaches to healthcare delivery in Chilean communities that include both urban and rural contexts. Students explore the relationship between public health, social justice, and community welfare; reproductive and sexual health; HIV/AIDS; mental health issues; dental health; and differences between national and private health systems. All coursework is conducted in Spanish.

Traditional Medicine and Community Health
IPBH 3005 / 3 credits / 45 class hours
In this second seminar, students learn about traditional healthcare in Chile and analyze the role of these practices in overall community health. The course focuses on the Mapuche and Aymara peoples in particular. Students explore these indigenous conceptualizations of health and healing, the connection between healing and spiritual beliefs, and indigenous cosmologies. They study the practices associated with these understandings, examining approaches to mental health issues and sickness of different types. They also analyze issues related to indigenous people’s access to healthcare and ask how these traditional practices are viewed in Chilean society. All coursework is conducted in Spanish.

Educational Excursions
Excursions typically include visits to and private health services throughout Arica and surrounding valleys; a health center serving vulnerable populations in Tacna, Peru; and the rural area of Putre in northern Chile. Longer excursions include visiting Mapuche communities and health centers in the Mapuche indigenous territory in southern Chile.

Intensive Language Study: Spanish for the Health Sciences
SPAN 2000–3000 / 3 credits / 45 class hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional health science literature as they learn the formal terms and local expressions needed to discuss health policy issues, to conduct field research, and to interact in settings related to the program themes (such as clinics and community health centers). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Public Health Research Methods and Ethics
IPBH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for researching health topics. They examine the ethical issues surrounding field research related to public health issues and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to public health, traditional medicine, and community empowerment in Chile. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Arica, Santiago, Valparaíso, Temuco, or other approved locations appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well. Sample topic areas: women’s health; community outreach; drug and alcohol treatment; traditional and intercultural health; Chilean health policy; AIDS treatment promotion and prevention policies; indigenous health practices; epidemiology.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/CIH.
Ecuador

Comparative Ecology and Conservation

Explore tropical ecosystems and the complexities of conservation efforts in Ecuador, one of the most biodiverse countries in the world.

Coursework

Lecturers are drawn from Universidad San Francisco de Quito, the Tiputini Biodiversity Station, the Eco-Minga Foundation, Aves & Conservación Foundation, the Sumak Allpa Foundation, the Fundación Acción Ecológica, and local nongovernmental organizations.

Comparative Tropical Ecology
ENVI 3005 / 3 credits / 45 class hours
Through a comparative approach, students explore the ecology of each of Ecuador’s three distinct ecological regions: the Andes, the Amazon, and the Galápagos Islands. In each area, students analyze major plant and animal adaptations, the uses of natural resources, and current environmental issues. During the field trips, students apply biological and ecological techniques such as quadrants and transects, engage in biological monitoring for plants and animals, and learn to conduct population studies, water and soils analysis, and other techniques. As part of the course, students visit several sites, including Galápagos National Park, Los Cedros Cloud Forest Reserve, Yunguilla Community, and La Hesperia Reserve. All coursework is conducted in Spanish.

Conservation and Sustainability Practices in Ecuador
ENVI 3000 / 3 credits / 45 class hours
Conducted in Spanish, the course focuses on the environmental challenges and threats that Ecuador currently faces. In particular, students analyze both private and governmental policies and natural resource management issues in the context of national and global development pressures. Students also analyze specific social and economic concerns related to conservation challenges. Students develop semester-long field-based projects related to a range of conservation and sustainability topics, such as Ecuadorian nongovernmental organizations, alternative energies, and carbon sequestration, among others.

Educational Excursions
Students participate in three weeklong excursions and several day trips throughout the semester to learn about Ecuador’s unique ecosystems, flora, and fauna. Students spend time in the Ecuadorian Amazon, in a cloud forest reserve, in the páramo, in the Andean highlands, and on the Galápagos Islands, among other destinations.

Intensive Language Study: Spanish for the Natural Sciences
SPAN 2000–3000 / 3 credits / 45 class hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional scientific literature as they learn the formal terms and local expressions needed to discuss environmental and conservation issues, to conduct field research, and to interact in institutional and community settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Environmental Research Methods and Ethics
ENVI 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students analyze and practice a range of methods appropriate for ecological research including quadrants and transects; biotic sampling; fauna and flora identification; animal behavior; and soil, water, and climate investigation. Students also examine the ethical issues surrounding field research related to ecology and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program’s focus on ecology. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in approved locations around Ecuador, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: flora or fauna monitoring for conservation purposes; biodiversity studies and population assessments; environmentally friendly agriculture; soil or water studies; geology related to ecology and conservation; community conservation projects; protected area management; impact of development on local communities.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/ECE.
Ecuador
Development, Politics, and Languages

Study the evolving relationship between political power, development, and language in Ecuador, as the country’s multilingual and multiethnic populations strive for social change.

Coursework

Lecturers are drawn from institutions such as Universidad San Francisco de Quito, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Universidad Andina Simón Bolívar, Universidad Intercultural Amawtay Wasi, and Universidad Politécnica Salesiana.

Paradigms of Development and Political Discourse in Ecuador
LACB 3005 / 3 credits / 45 class hours
This seminar provides students with a broad introduction to the core themes of the program. It offers an overview of Ecuadorian history and politics, introduces the concept of political discourse as an object of study, and examines the relationship between the language(s) of political power and development in this country. Students construct a nuanced understanding of how different groups in Ecuador have used language to instill, reinforce, subvert, and reinvent power relationships over time as the country strives to develop. All coursework is conducted in Spanish.

Languages in Contact: Spanish, Quichua, and Other Languages in Ecuador
LACB 3000 / 3 credits / 45 class hours
In the second seminar, students explore the encounter between Spanish and Ecuador’s indigenous languages from the colonial era to the present. From cultural and linguistic perspectives, they study the particularities of Ecuadorian Spanish, the politics of bilingual education, indigenous languages currently in danger of extinction, and other themes. As part of this seminar, students also take a set of introductory lessons in Quichua provided in the Languages in Contact course. All coursework is conducted in Spanish.

Advanced Readings on Contemporary Ecuador
SPAN 2000–4000 / 3 credits / 45 class hours
In this course, students refine their Spanish language skills while furthering their cultural knowledge by engaging with a series of academic readings on contemporary Ecuador. The course deepens students’ contact with intellectual work produced in Spanish and in Ecuador. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

OR

Beginning Quichua
QUEC 1000 / 3 credits / 45 class hours
In this beginning Quichua course, students construct basic language skills while furthering their contact with Quichua-speaking communities and their exploration of the relationship between language and culture within Ecuador. The outgoing exam includes a written and an oral component. This course is intended to complement and expand upon the set of introductory lessons in Quichua provided in the Languages in Contact course.

Research Methods and Ethics: Approaches to Political and Linguistic Analysis
ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods related to studying development, language, power, and political discourse. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program’s themes. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Quito or in another approved location in Ecuador appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s broad concerns with power, politics, language, and development. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: linguistic landscape of Quito; political perspectives on endangered languages; the discourse of development in Ecuador; bilingual intercultural education; social communication, micropolitics, and activism.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/ECR.
Nicaragua
Youth Culture, Literacy, and Media

Explore Nicaragua a generation after the revolution and investigate how young people are creatively advocating for change. Gain comparative perspectives on literacy and youth issues during an excursion to Cuba.

Coursework

Lecturers include academics from the Universidad Centroamericana, the Universidad Nacional Autónoma de Nicaragua, and the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN), as well as nongovernmental organization leaders, activists, and writers.

Rewriting Nicaragua: Literacies, Rights, and Social Change
LACB 3000 / 3 credits / 45 class hours
This interdisciplinary seminar provides an overview of Nicaraguan realities before and since the revolution. Students analyze the literacy campaigns of the revolution as a point of origin for the expansion of awareness of basic rights (human rights, access to education and healthcare, sexual and religious freedoms, etc.) and as a backdrop to current demands for both information and expression. How did these earlier movements set the stage for the next generation’s own call for social change and expanded freedoms? Through lectures, readings, site visits, and excursions, students gain knowledge and critical perspectives on post-revolutionary Nicaragua, which provides them with a framework in which to study contemporary youth culture and expression. All coursework is conducted in Spanish.

Re-imagining Nicaragua: Youth Culture, Media, and Expression
LACB 3005 / 3 credits / 45 class hours
In this second seminar, students explore Nicaragua’s youth culture. They question whom the term youth refers to and how understandings of adolescence and early adulthood have evolved. Is there a parallel to the Millennial generation in Nicaragua? Can we really speak of a global youth culture in less than equitable situations? How, in what spaces and genres, and to whom are today’s young people in Nicaragua expressing themselves? What are the themes they want to discuss? How do gender, class, and ethnicity intersect with these desires? How does higher education enter (or not enter) into these efforts? How will this generation leave a mark and be heard? Students read work from a range of disciplines and sources (governmental, popular, academic), interact with youth in different contexts, and participate in lectures and discussions about these issues. All coursework is conducted in Spanish.

Educational Excursions
The program incorporates short excursions to points of interest and visits to nongovernmental organizations in Managua. Students also travel to the Solentiname arts community and to the Caribbean Coast where they visit indigenous and Afro-Nicaraguan communities. Students take a longer excursion to Cuba for a comparative look at literacy and youth issues from historical and current perspectives.

Experiments in Writing
SPAN 2000–4000 / 3 credits / 45 class hours
In this decidedly nontraditional Spanish course, students refine and expand their expressive capacity in Spanish through a wide range of reading and writing activities. Students study Nicaraguan literature, participate in writing workshops (often with community members), and learn to write in different styles, genres, and registers (e.g., rural/urban and slang/academic). They turn these conversations and drafts into polished pieces of both individual and collaborative writing. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics: Youth, Arts-Based Inquiry, Digital Media
ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of qualitative, digital, and arts-based methods appropriate for researching the program’s themes. They examine the ethical issues surrounding field research related to working with youth and with more public digital media forms, and they are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to youth culture and varying types of expression. All coursework is conducted in Spanish.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Managua or other approved locations appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: youth and radio; tweets and texts in Nicaragua; art and protest over two generations; sexual literacy and expression in Managua; poetry, politics, and gender; higher education and identity among indigenous students.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/NUR.
Panama

Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation

Experience one of the world’s most ecologically diverse countries. Explore the critical environmental and social issues affecting its preservation.

Coursework

Lecturers are drawn from institutions such as the Smithsonian Tropical Research Institute, the University of Panama, the Water Center for the Humid Tropics of Latin America and the Caribbean, and the National Secretariat for Science and Technology.

Comparative Tropical Ecology
ENVI 3000 / 3 credits / 45 class hours
Through a comparative approach, students learn about the characteristics and dynamics of distinct yet interdependent tropical ecosystems. Students conduct field exercises in tropical cloud forests, rainforests, lowland dry forests, coral reefs, seagrass beds, and coastal mangroves. Students are introduced to tropical flora and fauna, rainforest biodiversity, ecological resilience, and similar topics.

In terrestrial and marine ecosystems, students study such topics as conservation biology; forest ecology; mammal ecology; coral reef communities; mangrove biology and wetland ecology.

Human Ecology and Conservation in the Tropics
ENVI 3000 / 3 credits / 45 class hours
This interdisciplinary seminar, conducted in Spanish and English, includes both lectures and a strong field component. Students explore the relationships between human use of natural resources and natural resource conservation efforts. Topics studied include the challenges faced by internationally protected areas and national parks, the relationship between poverty and the environment, community forestry, indigenous cultures and conservation, industrial and sustainable agriculture, and the harvest and conservation of marine resources. As a part of their study, students learn from diverse populations when they engage in rural homestays with subsistence farmers, fisher families, families living in protected areas, and in urban homes.

Educational Excursions
The program engages in seven weeks of field study, which includes courses at the Smithsonian Tropical Research Institute in Bocas del Toro and Barro Colorado Island, a marine and coastal ecology course in Chiriqui Gulf National Park; a sustainable agriculture excursion at EARTH University in Costa Rica, the foremost sustainable agriculture college in the western hemisphere; a homestay in La Amistad International Park buffer zone; and visits to an organic chocolate farm and an industrial banana plantation.

Intensive Language Study: Spanish for the Natural Sciences
SPAN 1000–3000 / 3 credits / 45 class hours
In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss ecological issues, to conduct field research, and to interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency testing, students are placed in classes according to their language level and receive further language practice in the homestays, through tutoring programs with Panamanian college students, and on field visits.

Environmental Research Methods and Ethics
ENVI 3500 / 3 credits / 45 class hours
This course focuses on learning how to collect and systematize ecological data to further understand issues involving biodiversity conservation. Through lectures, readings, and field activities, students study and practice a range of ecological research methods. They examine the ethical issues surrounding field research related to ecological/conservation issues and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program’s themes.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Panama City
Language Study Spanish
Homestay Panama City, 4 weeks
Rural Visits/Homestays Protected-area community, indigenous community, subsistence agriculture community, urban areas, and rural villages
Other Accommodations Hostels, farmhouses, cabins, or small hotels
Independent Study Project 4 weeks
Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, or related fields as assessed by SIT. There is no language requirement.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
The Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Depending on student interest, research can be conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other approved sites within Panama. Sample topic areas: community resource management; regeneration of canopy emergents in primary forests; sustainable fisheries; coral reef organisms; mangrove health; sustainable agriculture; agroforestry; ecotourism for resource conservation; ethnobotany.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/PNE.
Examine the complexities of indigenous realities in Peru, home to one of the largest indigenous populations in the Americas.

Coursework

Lecturers typically include professors in the fields of anthropology, intercultural education, and environmental studies; indigenous leaders and artists; Amazonian and Andean healers; human rights leaders; and others.

History of Indigenous Cultures in Peru
LACB 3000 / 3 credits / 45 class hours
The course begins with an examination of the history of Andean and Amazonian indigenous peoples in Peru. Students consider the prosperity and peacefulness of the precolonial period, the violence of the colonial era, and the birth and construction of the Peruvian republic, asking how indigenous populations were and were not included in the nationalist project. Students also learn about the cosmovisions of both Andean and Amazonian cultures, traditional conceptualizations of gender, land-use, and other topics. With these foundations, students then shift toward contemporary issues, in particular focusing on urbanization processes as they have affected indigenous peoples. All coursework is conducted in Spanish.

Indigenous Peoples in Motion: Changes, Resistance, and Globalization
LACB 3005 / 3 credits / 45 class hours
In this seminar, students explore contemporary transformations of indigenous groups through multiple lenses. In particular, they analyze ethnic identity within the urban environment, examining indigenous migration and “cholification,” racism, and discrimination. They consider the ethnic component of political violence in Peru and study how indigenous peoples have mobilized resistance and organized to defend their cultures, territories, and local environments. Students study topics such as bilingual education movements, national law, and international rights for indigenous peoples, among other topics. All coursework is conducted in Spanish.

Intensive Language Study: Spanish for the Social Sciences
SPAN 2000–3000 / 3 credits / 45 class hours
In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading social science literature as they learn the theoretical terms and local expressions needed to discuss sociocultural issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Intensive Language Study: Quechua
QUEC 1000 / 1 credit / 15 class hours
This introductory course emphasizes building oral and comprehension skills through classroom and field instruction. Formal instruction is enhanced by language practice during rural homestays and excursions.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Educational Excursions
The program includes excursions to the Sacred Valley in Cuzco, to Puerto Maldonado (one of the main urban centers of the Amazonian rainforest), and to indigenous communities within the Tambopata National Reserve.

Research Methods and Ethics
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cuzco or other approved and appropriate locations in Peru, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: the role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; interaction between urban and rural communities; generational dynamics in cultural pride and heritage; cross-cultural education and conflicts between conservation and extractive industries.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/PER.
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