SIT Study Abroad
a program of World Learning

2013
Course Catalog
Field-based programs in more than 40 countries worldwide
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 in Argentina, Brazil, Uruguay, and Paraguay

LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the origins of MERCOSUR (Mercado Común del Cono Sur/Common Market of the South) and the way in which it has influenced the socioeconomic reality of the region.

Course topics typically include nation-state building; institutions, government policies, and political trends; new regional leadership; history of human rights and democracy; development theories and strategies as applied in Latin America; international politics of trade; globalization and the impact of neoliberal economic policies; poverty and inequality; evolution of the labor market; women’s participation in the labor force; strategies to promote inclusive growth; social construction of policy; nations and identity; border relations and cultural change; migration, labor displacement, and mobility; social development and policy implications; and transnational social movements.

Regional Integration and MERCOSUR (Mercado Común del Cono Sur)

LACB 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. This course provides students with a general overview of the regional integration process in the MERCOSUR 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 four different locations: Buenos Aires, Porto Alegre, Montevideo, and Asunción. In each place, students have the chance to further explore the different modules, while taking into account the different realities represented by each of the countries that make up the region.

Educational Excursions

The program typically includes field excursions and a rural homestay in the pampas of Argentina as well as a one-week stay in Porto Alegre, Brazil. The group then divides into two sections for one week, with one group traveling to Asunción, Paraguay, to visit a women’s cooperative, and the second to Montevideo, Uruguay, to visit the MERCOSUR headquarters. 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 2000–3500 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills for academic performance through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further language practice during homestays, lectures, and field visits.

Research Methods and Ethics

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

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Buenos Aires
Language Study Spanish
Homestay Buenos Aires, 12 weeks
Rural Visit/Homestay Santa Fe province, 4 days
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.

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

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

Latin American Revolutionary Movements and Conflict Resolution

Examine the inequities that contribute to conflict and the factors driving conflict resolution in the context of Latin America.

Coursework

Lecturers include key social and political actors and scholars from institutions such as Universidad Privada Boliviana, Universidad Mayor de San Andrés, Universidad Mayor de San Simón, and Universidad Católica Boliviana.

History, Conflict, and State Formation in Bolivia

LACB 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides a general introduction to the history of Bolivia, emphasizing the processes of state formation and the conflicts among different actors within the country. The course focuses on particular periods (nineteenth-century liberalism; national populism, 1940s–1970s; the neoliberal project, 1980s–2000s; and the current “process of change”) and particular issues (land, natural resources, labor) that are crucial for the understanding of contemporary social movements. This course provides students with solid insights concerning dominant and critical interpretations of the rise and role of political and social actors and conflicts.

Revolutionary Movements in Bolivia and Latin America

LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides an in-depth look at the emergence of new political actors and revolutionary movements in Latin America and the often conflictive interaction among them. Particular emphasis is given to recent social mobilizations in Bolivia, which are viewed by critics as threats to democracy, by advocates as an extension of popular sovereignty, and by others as reaction to a legitimacy vacuum. The conflicts faced by coca growers, neighborhood and regional civic committees, mining communities and miners’ unions, and emerging environmental activists opposing developmentalist undertakings are also studied. The course examines how Latin America’s weak political institutionalization is increasingly causing citizens to channel their demands through non-party organizations.

Educational Excursions

Excursions are designed to reveal new perspectives on Bolivia’s political development and the impact of revolutionary movements on the lifestyles and cultural traditions of urban and rural communities. Excursion sites within Bolivia include the Catavi, Huanuni, and Potosí mining centers; the Uyuni salt flats; the eastern plains of Santa Cruz; and the city of El Alto. The program also includes an excursion to Jujuy, Argentina (spring semester), or Campo Grande, Brazil (fall semester), to examine the Movement of Landless Rural Workers (MST). Local conditions may lead to program changes.

Intensive Language Study: Spanish for the Social Sciences

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

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours
The course prepares students to do their Independent Study Projects (ISPs) in the Bolivian cultural context by introducing them to the ethical dilemmas involved in cross-cultural adaptation and research; providing them with an overview of qualitative and quantitative research methods, with an emphasis on developing interviewing and participant observation skills; and guiding them through the process of research design and proposal writing. Material includes project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location appropriate to the project. Sample topic areas: the coca-growers movement and the local drug war in Bolivia; Venezuela’s influence in the Brazilian MST; gender relations in Argentine sociopolitical activism; state policy, social activism, and changing patterns in conflict resolution; indigenous movements and their political impact; US foreign policy and the Bolivarian revolution.

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

Explore the multifaceted dynamics shaping development patterns in northeastern Brazil.

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
An interdisciplinary course conducted in English and Portuguese (interpretation provided) with required readings and relevant educational excursions. The course examines the social, political, and economic forces shaping development patterns in northeastern Brazil.

Course topics typically include:

**History and Politics**
- Political history of northeastern Brazil; social actors and movements; structural roots of poverty; human rights legislation and implementation; national and international influences.

**Geography and Economics**
- Economic history and current reality in the northeast; drought and environmental issues; land use and tenure; practical approaches to combating poverty; urbanization and the favelas; women's issues in relation to class and race; health and education of children; poverty and the plight of street children; Brazil's Landless Workers Movement (MST).

**African Diaspora**
- Race as a social construct; the African diaspora in northeastern Brazil; Afro-Brazilian religions and identity; quilombo communities and liberation movements; music, arts, and culture of the African diaspora; Afro-Brazilian women's issues.

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

LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in English and Portuguese (interpretation provided) with required readings and relevant educational excursions. The course explores the historical and present struggles of Afro-descendants to dismantle a complex and violent system of discriminatory and exclusionary practices. It studies Afro-descendant social participation and development efforts. 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. The course also explores how human degradation is linked to environmental degradation. Within the interdisciplinary modules, emphasis is placed on efforts to achieve sustainable human and ecological relationships.

**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 MST agricultural settlement to learn about agrarian reform laws and the group's struggle for more democratic structures of land tenure.

**Intensive Language Study: Portuguese for Social and Development Studies I–III**
PORT 1000–2000 / 3 credits / 45 class hours
Emphasis on oral and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes. Special arrangements are available for advanced speakers of Portuguese.

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

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted in Fortaleza or in another approved location in the state of Ceará appropriate to the project. 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.
Chile
Comparative Education and Social Change
Study educational policies, experiences, strategies, and pedagogy in Chile and Argentina.

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 in Chile
LACB 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the Chilean educational system in the context of global changes, the relationship between education and society, and the crisis of education in Chile. 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.

Bilingual and Popular Education in Chile
LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course introduces students to the meaning of intercultural education by focusing on the Chilean and Argentine educational systems. Students study issues of equity, human rights, and intercultural and popular educational policies within the framework of current laws. The course examines the tensions among actors relevant to the educational system: students, teachers, and the government. The course is taught in Santiago as well as when the group is on excursion in the south of Chile and in Buenos Aires.

Course topics include ethnicity and diversity in educational systems; local and global intercultural bilingual education and realities in South America; Mapuche cosmovision; human rights and indigenous education; history and development of popular education in Latin America; Paulo Freire; critical pedagogy; non-formal education; and popular education and social movements.

Educational Excursions
The program includes trips to Buenos Aires, Argentina, and Temuco, Chile. There are also shorter trips to Valparaiso and outlying areas of greater Santiago. Of particular interest is the visit to the Madres de la Plaza de Mayo, the main human rights organization in Argentina, as well as the excursion to Chapod, a Mapuche community in the south of Chile.

Intensive Language Study: Spanish for Social Sciences and Education
SPAN 2000–3000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further language practice during homestays, lectures, and field visits. Students also acquire knowledge about culture and identity in Chile, Argentina, and the Mapuche territory.

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

Independent Study/Practicum Project
ISPR 3000 / 4 credits / 120 class hours
Students can develop an Independent Study Project on a topic related to the program theme, or they can participate in a guided educational practicum in a Chilean or Argentine school. In both cases, the academic director must approve the project and the student submits a written essay. 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 practicum; 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.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Santiago
Language Study Spanish
Homestays Santiago, 5 weeks; Buenos Aires, 2 weeks
Rural Visit/Homestay Mapuche community, 1 week
Other Accommodations Small hotels
Independent Study Project/Practicum 4 weeks
Prerequisites Previous college-level coursework in education, Latin American studies, or development studies. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.
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
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the societal and cultural changes in Chile in the context of the military dictatorship and the post-dictatorship and the post-dictatorial political order. It focuses on old and new forms of subjectivity and sociocultural practice emerging as a consequence of and response to hegemonic political and economic discourses. It provides a broad background on cultural values and antagonisms and addresses issues of exclusion and marginalization in terms of class, gender, sexuality, youth, and indigenous communities. Students also consider the cultural influence and impact of political violence in the production of subjectivity and culture during the dictatorship.

Socioeconomic Development in Chile
LACB 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. 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. This course attempts to describe and 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 Chile’s constitution, labor relations in Chile, and the environment, exploring institutional continuities and discontinuities between dictatorship and democracy.

Educational Excursions
The program incorporates short excursions to points of interest in Valparaíso and Santiago. A longer, 13-day trip focused on indigenous peoples is taken either to Temuco and the nearby coastal and mountain areas in southern Chile or to Arica in northern Chile, including the Chilean altiplano.

Intensive Language Study: Spanish for Social and Cultural Studies
SPAN 2500–4000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes, with further language practice during homestays, lectures, and field visits.

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

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Valparaíso, Santiago, Temuco, Arica, or in another approved location in Chile appropriate to the project. Sample topic areas: land squatter organizations; the 1978 Amnesty Law; the Disappeared and their families; urban Mapuche culture; women’s reproductive rights; public health and educational reform; Chilean social policy; community-based mental health; Aymara social structure; folkloric roots of Chilean music; sustainable agricultural projects and rural society; indigenous belief systems and traditions.
Morocco

Multiculturalism and Human Rights

Examine challenges shaping Morocco and the Arab world: authoritarian rule, democratic transition, economic liberalization, civil society, Islamic movements, and constitutional reforms following the 2011 Arab Spring.

Coursework

**Multiculturalism and Human Rights in the Context of the Arab Spring**

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course that examines the diverse forces shaping contemporary Moroccan society, with particular emphasis on ethnicity, culture, and human rights. Lecturers are drawn from institutions such as University Mohammed V, Hassan II University, Ibn Tofail University, the Center for Cross Cultural Learning, the National Council for Human Rights, the Royal Institute for Amazigh Culture, the Central Entity for the Prevention of Corruption, the National Library, the National Observatory for Human Development, the Jewish Museum, the League of Muslim Scholars, Thaqafat Association and other local nongovernmental organizations (NGOs), Boujad Développement Durable, and Eauglobe.

Course topics typically include:

- **Multiculturalism and Social Change**
  - Dynamics of multilingualism; multicultural identity in the new 2011 constitution; political actions of civil society; social movements; Berber and Arab culture; social issues; class interactions; Moroccan folklore; colonial art and Western visual representations of Morocco; globalization and social change.

- **Politics and Human Rights**
  - Monarchy and modernization; the Arab Spring and constitutional reforms in Morocco; the US and the democratization processes in MENA; the role of social movements and civil society in Morocco’s democratization process; current political challenges; human rights issues; media and politics; the Sahara question; the “Years of Lead” and transitional justice in Morocco; youth and political participation.

- **Religion and Gender Issues**
  - Role of Islam in contemporary politics and daily life; secular and religious interpretations of Islam; Jihad and political Islam; extremism and terrorism; Moroccan Judaism; women and Islam; conditions of women in rural and urban Morocco; Moroccan feminism; state feminism and political representations.

**Educational Excursions**

The program features excursions to the Rif region of Morocco, the Middle Atlas, the Southern Palm Tree Valleys, the Erg and Hmada deserts, the High Atlas, Marrakech, and Essaouira, and visits to universities and NGOs throughout Morocco. These excursions are designed to give students an understanding of Morocco’s rich cultural, historical, and ecological diversity.

**Intensive Language Study: Arabic**

ARAB 1000–3000 / 6 credits / 90 class hours

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning, intermediate, or advanced classes. Students are introduced to Moroccan Arabic and given opportunities for further language practice through homestays, lectures, and field visits. Introductions to Berber and Arabic calligraphy are also part of the course.

**Research Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours

This course provides the necessary conceptual and methodological threads that enable students to learn from experience, apply knowledge and skills gained in thematic and language courses, and prepare to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the SIT Institutional Review Board. The course is also designed to answer specific concerns research on human rights generally raises. The lectures address issues that pertain to research methods, confidentiality and anonymity of informants, data gathering, interviewing, safety, and the psychology of minority groups and victims of repressive systems.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

The Independent Study Project (ISP) offers students the opportunity to undertake significant, specific, and individualized independent study in which they apply the concepts and skills of experience-based learning articulated and learned in all the components of the program. Sample topic areas: human rights organizations in Morocco; cooperation and activism; inheritance rights and *ijtihad* in Morocco’s modern society; childbirth in rural Morocco; Sufi poetry; laughter and the politics of expression among women in rural Morocco; the culture of volunteering in Muslim countries; code-switching and multilingualism in Moroccan music.
The Netherlands

International Perspectives on Sexuality and Gender

Examine the history, cultural norms, and political structures that help shape attitudes toward sexuality and gender from Dutch and international perspectives.

Coursework

Program lecturers represent a range of disciplines, including political science, women/gender studies, LGBT studies, media studies, and anthropology, and include prominent academics, professionals, and activists. Lecturers are drawn from institutions such as the University of Amsterdam (UvA), University of Leiden, the Rutgers/World Population Foundation, and the international court system based in The Hague. Students also attend public lectures at UvA presented by the Amsterdam Research Center for Sexuality and Gender, the George Mosse Foundation, and UvA Pride.

Theory and Application of Feminist, Lesbigay, and Queer Studies
GEND 3000 / 3 credits / 45 class hours
The course presents an interdisciplinary look at selected topics in sexuality and gender. Topics include the LGBT (lesbian, gay, bisexual, and transgender) movements, feminism in the Netherlands, sex education, sex work, sexual violence during conflict, marriage rights, and transgender issues. Coursework includes a guest lecture series where researchers, practitioners, and activists provide a broad range of perspectives on sexuality and gender in Dutch and international contexts.

The course also includes a mini seminar on critical theory, which explores multiple, often contradictory, theories in describing and analyzing sexuality and gender. The focus of this aspect of the course is on the application of theory in the broader context of the program as well as in the student’s Independent Study Project.

Migration, Gender, and Sexuality
GEND 3005 / 3 credits / 45 class hours
The course examines migration and migrant communities in the Netherlands, focusing primarily on the more recent Islamic immigrants from Turkey and Morocco. The course explores how issues of gender and sexuality impact the migrant experience; the perception of these migrant communities by mainstream Dutch society; and Dutch political discourse on the intersections of migration, gender, and sexuality. During a two-week excursion to Morocco, students study these issues from the context of one of the primary migrant-sending nations.

Introduction to Dutch Language
DUTC 1000 / 3 credits / 45 class hours
Emphasis on working knowledge of Dutch related to sexuality, gender, cross-cultural adaptations, and skills building. For example, students read a Dutch children’s book on sexuality while also learning vocabulary and basic grammar. Students are placed in beginning classes.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience. Material includes project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; and gathering, organizing, and communicating data. Each student engages in a community volunteer project throughout the course and may choose to continue the project for the Independent Study Project. Sample projects include creating a research report for an LGBT health foundation in Amsterdam or volunteering with an international reproductive rights foundation. Students also attend an oral history workshop to develop interviewing skills; the workshop is especially useful for students incorporating life stories and personal narratives in their Independent Study Projects.

Prerequisites
Previous college-level coursework or other preparation in sexuality and/or gender studies, as assessed by SIT.

During the fall semester, students interested in creating a short film for the Independent Study Project are able to work with a local filmmaker.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Amsterdam or another approved location appropriate to the project. Sample topic areas: negotiating Christianity and homosexualities; sex work; reproductive rights advocacy; oral histories of female migrants; HIV risk factors and Muslim youth; multicultural sexual education; marriage rights.
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 Institute for Democracy in South Africa.

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**: 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.

**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; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

**Intensive Language Study: Xhosa**

XHOS 1000 / 3 credits / 45 class hours
The emphasis is on beginning speaking and comprehension skills through classroom and field instruction. In addition, students receive introductory oral Afrikaans instruction.

**Program Duration**

Fall/Spring 15 weeks

**Credits**

16

**Program Base**

Cape Town

**Language Study**

Xhosa, 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

**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; socio-economic 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.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at [www.sit.edu/SFP](http://www.sit.edu/SFP).
Switzerland

International Studies and Multilateral Diplomacy

Examine intergovernmental, supranational, and regional organizations’ strategies for and responses to current challenges in the international system.

Coursework

International Relations and Multilateral Diplomacy
INTS 3000 / 3 credits / 45 class hours
This course seeks to examine the evolving role of diplomacy in contemporary international relations. The course examines traditional and non-traditional approaches to diplomacy, taking into consideration the strategies of both state and non-state actors and international and regional organizations. A major emphasis is put on the position of the UN system and the European Union in a multilateral diplomatic perspective. This course provides an in-depth examination of the changing nature of diplomacy. It considers the impact of the profound changes in the concept of diplomacy affecting the contemporary international system and evaluates how the practice of diplomacy can be adapted to global, regional, and local levels. The course also examines the approaches of economic, environmental, and humanitarian diplomacy and assesses the increasing role of non-state actors.

Lectures, exercises, and assignments of the course focus on the following main themes: diplomacy in the twenty-first century; the UN system and multilateral diplomacy; the EU as an actor in diplomacy; humanitarian diplomacy; environmental diplomacy; economic diplomacy.

International Security, Peace, and Stability
INTS 3005 / 3 credits / 45 class hours
The course addresses the evolving international security environment within an interdisciplinary framework. Based on a comprehensive and multidimensional security approach, the course seeks to facilitate a holistic understanding of evolving international security challenges. The course examines conflict prevention strategies, geopolitics of natural resources and non-state actors in conflict zones, and security sector reform. This course provides a thorough background in international security studies. The multi-dimensional security approach takes into account politico-military security and human security, as well as the links between international stability and sound economic and sustainable development. It not only addresses national security strategies but also the roles of intergovernmental and regional organizations as well as nongovernmental agencies to help prevent and manage conflict and build peace.

Lectures, exercises, and assignments of the course focus on the following main themes: international security cooperation; state and non-state actors’ strategies; geopolitics of natural resources; human security; security sector reform.

Intensive Language Study: French
FREN 1000–3000 / 3 credits / 45 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
The course provides the theoretical, conceptual, and practical tools for conducting field research in Switzerland. Emphasis is placed on grappling with cultural differences and on recording, interpreting, and analyzing information from primary sources. The focus is to strengthen interactive research skills and methods, in both traditional and non-traditional ways: exploring cultural and professional environments, conducting fieldwork research, developing contacts and finding resources, developing skills in observation and interviewing, applying field study ethics, and gathering and organizing data. The concepts and skills developed in the course underlie and reinforce all other program requirements. The ethical implications and consequences of field research are examined throughout.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Geneva. Sample topic areas: roles of international agencies in developing countries; peacebuilding and nation building; new approaches to security; human rights and international humanitarian law; migrations, refugees, and internally displaced persons; aid in complex emergencies.

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

Foundations, Challenges, and Advocacy

Investigate the modern history of the human rights movement, the state of human rights protections, and future prospects and challenges across three distinct national contexts.

Coursework

Foundation and Framework of Human Rights
HMRT 3000 / 4 credits / 60 hours
Using the 1948 Universal Declaration of Human Rights and its historical antecedents as a foundation, this course asks the fundamental questions of what rights are common to all human beings and how they are enshrined, exercised, and safeguarded. It focuses on the evolution of modern human rights endeavors since World War II, exploring the development of international laws and the creation of national and supranational institutions. The course defines “human rights” from the broad perspective of political, economic, social, cultural, and religious equality. Students interact with individual activists, members of civil society organizations, and officials of adjudicating institutions in three countries; this comparative approach highlights cultural variations in individual rights related to political freedoms and expression, underrepresented minority groups, and gender equity.

Comparative Issues in Human Rights
HMRT 3500 / 4 credits/ 60 hours
Through selected readings, focused discussions, and case studies, this course critically considers current human rights challenges. Chief among them are the conflicts between national sovereignty and human rights, such as interventions for humanitarian purposes and to prevent crimes against humanity; how universal rights are balanced against particular values rooted in culture, ethnicity, and religion; and how national governments affirm and protect human rights yet simultaneously limit and abuse them in politics, economics, and other areas. Human rights issues raised by globalization are examined, particularly labor standards and conditions, migration, and the accountability of multinational corporations. The course focuses on the inevitable conflicts between international and national policy and core tenets of constitutive cultures and human identity in order to work toward a definition of “crimes against humanity.”

The Role of Civil Society: Grassroots Movements and Nongovernmental Organizations
SDIS 3320 / 4 credits / 60 hours
This course focuses on the practical aspects of advocating and safeguarding human rights by organizations that comprise the third sector, civil society. Through case studies, interviews, and visits to local organizers of such groups, students learn how advocacy movements are launched and developed, as well as strategies to navigate legal, political, and public arenas. The course contrasts the role and the effectiveness of grassroots organizations with those of governmental, private sector, and supranational stakeholders. Students meet with local activists and officials who advocate for various human rights agendas to learn about successful and unsuccessful campaigns and to evaluate the use of inquiries, documentation, public outreach, legal action, and other approaches to protecting rights.

Fieldwork Ethics and Comparative Research Methods
ANTH 3500 / 4 credits / 60 hours
This course provides students with the theoretical, conceptual, and practical knowledge for gathering, analyzing, and interpreting information from a range of primary sources. It offers insights for assessing students’ own cultural assumptions and for understanding other cultures. Students are familiarized with the World Learning/SIT Human Subjects Review Policy. The course is the foundation for a cumulative study project involving research in three countries and culminating in a paper and presentation at the end of the semester.

Program Duration  Fall/Spring 17 weeks
Credits  16
Program Sites will include three of the following countries:
- The Netherlands
- Turkey
- Nepal
- Mongolia
- Tunisia
- South Africa
- Peru
- Argentina

Accommodations  Primarily homestays; other accommodations could include guest houses and/or small hotels
Prerequisites  Coursework in social sciences, such as anthropology, history, economics, sociology, and/or political science; humanities coursework (philosophy, religion, and/or ethics) is also recommended.
South Africa

Education and Social Change

Experience the challenges and successes of educational transformation in South Africa through theory, field study, and practice.

Nearly two decades into democracy, South Africa continues to struggle with the legacy of apartheid. From the Soweto uprisings to contemporary campus life, educational institutions in South Africa have long been sites of social struggle and political organization, as well as centers of learning and formal education.

This program examines the role of education in South Africa in the context of the country’s historical circumstances, contemporary public policy, and social and economic development.

Students typically spend time at primary and secondary schools, as well as adult educational centers in urban and rural KwaZulu-Natal. The Zululand rural homestay period includes a one-week practicum and observation of nearby educational institutions. The program also includes a visit to the popular Grahamstown Arts Festival.

PROGRAM DURATION: 6 weeks
(early June to mid-July)

PROGRAM BASE: Durban

HOMESTAY: Cato Manor, 2–3 weeks; Amacambini, 1 week.

Please visit the website for details on other accommodations during the program.

PREREQUISITES: None

COURSEWORK

IEDP 3000: Education and Social Change Seminar
4 credits / 60 class hours

PRAC 3000: Education Practicum
4 credits / 60 class hours

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/SFK.
Switzerland
International Studies and Multilateral Diplomacy

Study the major challenges facing the contemporary international system, including new security threats and conflict resolution and prevention, in the international hub of Geneva.

This program provides a thorough background in international studies. Students interact with leading experts and academics at a wide variety of international organizations and research centers throughout Geneva. The program focuses on the strategies of international, supranational, and nongovernmental organizations in addressing current challenges to peace, stability, and sustainable development.

The program takes advantage of Geneva as one of the main centers of multilateral diplomacy and international negotiation. Students conduct an independent research project in order to examine in depth a topic of particular interest to them.

**PROGRAM DURATION:** 6 weeks (early June to mid-July)

**PROGRAM BASE:** Geneva

**HOMESTAY:** Small city, town, or village outside Geneva, 5½ weeks. (Please visit the website for details on other accommodations during the program.)

**PREREQUISITES:** None required, but students with at least basic French proficiency will be at a linguistic advantage.

**COURSEWORK**

**EURO 3000:** International Studies and Multilateral Diplomacy Seminar
3 credits / 45 class hours

**FREN 1000–3000:** Intensive Language Study: French I–IV
3 credits / 45 class hours

**EURO 3060:** Project on International Studies and Multilateral Diplomacy
3 credits / 90 class hours

**GRADUATE CREDIT AVAILABLE**
COMING SOON!

**Jordan: Health and Community Development**

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

Visit the SIT website for more information.