Field Study Focused on Critical Global Issues

Please note that each program focuses on critical global issues in a specific geographical and cultural context and is interdisciplinary in its approach. Topics covered often cross these designations, and coursework may be applicable to a range of academic departments.

Arts, Cultural Expression, and Social Change

Global Health

Identity and Globalization

Natural Resource Management, Biodiversity, and Environmental Policy

Post-Conflict Transformation

Social Movements, Education, and Human Rights

Sustainable Development

The SIT Experience

- Rigorous academic programs through a field-based, experiential approach
- Undergraduate research through SIT Study Abroad’s hallmark Independent Study Project
- Cultural immersion through fieldwork, intensive language classes, and urban and rural homestays
- A small group of students in each program
- Access to SIT’s extensive local resources and networks
- A commitment to reciprocity as the foundation of our educational philosophy
Critical Global Issues
About SIT Study Abroad, SIT Study Abroad Priorities
Program Selection, Admissions, Alumni Contacts
Program Dates and Fees; Scholarships and Financial Aid
The SIT Study Abroad Experience
Undergraduate Research, Language Study
Student Health, Safety, and Security

Africa, South of the Sahara
CAMEROON Social Pluralism and Development
GHANA Origins of African Identity
GHANA Social Transformation and Cultural Expression
KENYA Health and Community Development
KENYA Islam and Swahili Cultural Identity
MADAGASCAR Biodiversity and Natural Resource Management
MADAGASCAR National Identity and Social Change
MALI Health, Gender, and Community Empowerment
RWANDA Post-Genocide Restoration and Peacebuilding
SENEGAL National Identity and the Arts
SOUTH AFRICA Community Health and Social Policy
SOUTH AFRICA Multiculturalism and Human Rights
SOUTH AFRICA Social and Political Transformation
TANZANIA Wildlife Conservation and Political Ecology
TANZANIA Zanzibar—Coastal Ecology and Natural Resource Management
UGANDA Development Studies
UGANDA Microfinance and Entrepreneurship
UGANDA Post-Conflict Transformation

North Africa and the Middle East
JORDAN Modernization and Social Change
MOROCCO Migration and Transnational Identity
MOROCCO Multiculturalism and Human Rights
OMAN Political Culture and Economic Development in the Gulf
TUNISIA Emerging Identities in North Africa

Asia and the Pacific
AUSTRALIA Rainforest, Reef, and Cultural Ecology
AUSTRALIA Sustainability and Environmental Action
CHINA Chinese Culture and Ethnic Minorities
INDIA Health and Human Rights
INDIA National Identity and the Arts
INDIA Sustainable Development and Social Change
INDONESIA Arts, Religion, and Social Change
MONGOLIA Nomadic Culture and Globalization
NEPAL Development and Social Change
NEPAL Tibetan and Himalayan Peoples

SAMOA Pacific Communities and Social Change
VIET NAM Culture, Social Change, and Development
VIET NAM/ECOLOGIYA Ecology and Community-based
CAMBODIA Natural Resource Management

Europe
CZECH REPUBLIC Arts and Social Change
FRANCE Language, Community, and Social Change
IRELAND Transformation of Social and Political Conflict
NETHERLANDS International Perspectives on Sexuality and Gender
SERBIA, BOSNIA, and KOSOVO Peace and Conflict Studies in the Balkans
SPAIN Language, Community, and Social Change
SWITZERLAND Global Health and Development Policy
SWITZERLAND International Studies and Multilateral Diplomacy

Latin America
ARGENTINA Regional Integration, Development, and Social Change
ARGENTINA Social Movements and Human Rights
BOLIVIA Latin American Revolutionary Movements and Conflict Resolution
BOLIVIA Multiculturalism, Globalization, and Social Change
BRAZIL Amazon Resource Management and Human Ecology
BRAZIL Public Health, Race, and Human Rights
BRAZIL Social Justice and Sustainable Development
CHILE Comparative Education and Social Change
CHILE Cultural Identity, Social Justice, and Community Development
CHILE Public Health, Traditional Medicine, and Community Empowerment
CHILE Social, Economic, and Political Transformation
ECUADOR Comparative Ecology and Conservation
ECUADOR Culture and Development
MEXICO Sustainable Development and Social Change
NICARAGUA Revolution, Transformation, and Civil Society
PANAMA Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation
PERU Indigenous Peoples and Globalization

SIT Study Abroad Summer Programs
SIT Post-Baccalaureate Programs
Other SIT/World Learning Programs
International Honors Program
SIT Graduate Institute
About World Learning

It is the policy of World Learning to provide equal employment and educational opportunities for all persons regardless of age, ethnic origin, gender, nationality, physical or learning ability, race, religion, sexual orientation, gender identity, protected veteran's status, or any other legally protected status.
Critical Global Issues

Arts, Cultural Expression, and Social Change
Consider the relationship between art, politics, and society in historical and contemporary periods.

- **CZECH** Arts and Social Change 49
- **REPUBLIC** Social Transformation and Cultural Expression 12
- **GHANA** National Identity and the Arts 39
- **INDONESIA** Arts, Religion, and Social Change 41
- **SENEGAL** National Identity and the Arts 19

Global Health
Consider diverse wellness systems by examining the strengths and limitations of competing health care delivery models.

- **BRAZIL** Public Health, Race, and Human Rights 63
- **CHILE** Public Health, Traditional Medicine, and Community Empowerment 67
- **INDIA** Health and Human Rights 38
- **KENYA** Health, Gender, and Community Empowerment 17
- **SOUTH AFRICA** Community Health and Social Policy 20
- **SWITZERLAND** Global Health and Development Policy 55

Identity and Globalization
Study the often complex roots of historical, sociopolitical, economic, and transnational forces that shape countries and regions.

- **ARGENTINA** Regional Integration, Development, and Social Change 58
- **BOLIVIA** Multiculturalism, Globalization, and Social Change 61
- **CHINA** Chinese Culture and Ethnic Minorities 37
- **ECUADOR** Culture and Development 70
- **FRANCE** Language, Community, and Social Change 50
- **GHANA** Origins of African Identity 11
- **JORDAN** Modernization and Social Change 29
- **KENYA** Islam and Swahili Cultural Identity 14
- **MADAGASCAR** National Identity and Social Change 16
- **MONGOLIA** Nomadic Culture and Globalization 42
- **MOROCCO** Migration and Transnational Identity 30
- **NEPAL** Tibetan and Himalayan Peoples 44
- **PERU** Indigenous Peoples and Globalization 74
- **SAMOA** Pacific Communities and Social Change 45
- **SPAIN** Language, Community, and Social Change 54
- **TUNISIA** Emerging Identities in North Africa 33
- **VIET NAM** Culture, Social Change, and Development 46

Natural Resource Management, Biodiversity, and Environmental Policy
Explore the relationship between environmental and resource management policies, socioeconomic objectives, and ecological realities.

- **AUSTRALIA** Rainforest, Reef, and Cultural Ecology 35
- **AUSTRALIA** Sustainability and Environmental Action 36
- **BRAZIL** Amazon Resource Management and Human Ecology 62
- **ECUADOR** Comparative Ecology and Conservation 69

Post-Conflict Transformation
Look at the historical, geopolitical, and social dimensions of contemporary conflicts, as well as the present-day realities facing post-conflict societies.

- **IRELAND** Transformation of Social and Political Conflict 51
- **NICARAGUA** Revolution, Transformation, and Civil Society 72
- **RWANDA** Post-Genocide Restoration and Peacebuilding 18
- **SERBIA, BOSNIA, KOSOVO** Peace and Conflict Studies in the Balkans 53
- **SOUTH AFRICA** Social and Political Transformation 22
- **UGANDA** Post-Conflict Transformation 27

Social Movements, Education, and Human Rights
Examine the role of civil society and mass groups—including labor, environmental, indigenous, and gender—in relation to improved social conditions and human rights.

- **ARGENTINA** Social Movements and Human Rights 59
- **BOLIVIA** Latin American Revolutionary Movements and Conflict Resolution 60
- **BRAZIL** Social Justice and Sustainable Development 64
- **CHILE** Comparative Education and Social Change 65
- **CHILE** Cultural Identity, Social Justice, and Community Development 66
- **MOROCCO** Multiculturalism and Human Rights 31
- **NETHERLANDS** International Perspectives on Sexuality and Gender 52
- **SOUTH AFRICA** Multiculturalism and Human Rights 21
- **SWITZERLAND** International Studies and Multilateral Diplomacy 56

Sustainable Development
Investigate current concepts and debates in international development and consider how a host of factors—both internal and global—contribute to economic and social development patterns in the host country.

- **CAMEROON** Social Pluralism and Development 10
- **CHILE** Social, Economic, and Political Transformation 68
- **INDIA** Sustainable Development and Social Change 40
- **MEXICO** Sustainable Development and Social Change 71
- **NEPAL** Development and Social Change 43
- **OMAN** Political Culture and Economic Development in the Gulf 32
- **UGANDA** Development Studies 25
- **UGANDA** Microfinance and Entrepreneurship 26
About SIT Study Abroad

A pioneer in experiential, field-based study abroad, SIT provides academically rich programs in more than 40 countries for over 2,000 undergraduates from 200+ colleges and universities each year. The semester program model focuses on an examination of critical global issues in a specific cultural and geographical context. A course in field study methods prepares students to conduct original research on a related academic topic.

Studying with host country faculty and living with homestay families, students gain a deep appreciation for local cultures, develop language skills, and become immersed in diverse topics ranging from the politics of identity to post-conflict transformation, from global health to environmental policy. As they explore global and local issues firsthand, students acquire new theoretical frameworks and a broadened worldview.

Students on the South Africa: Community Health and Social Policy program planting fruit trees during the rural stay in Impendle with members of the community.

SIT Study Abroad Priorities

Academic Quality
SIT Study Abroad delivers challenging academic programs that engage students in critical global issues in a field study context. Experiential, interdisciplinary programs examine themes from a variety of perspectives and prepare students to conduct significant independent fieldwork on relevant topics.

Safety and Security
Student health, safety, and security are SIT Study Abroad’s highest priority. Extensive experience and global networks equip SIT to continuously evaluate safety and security conditions prior to departure and throughout each program, including homestays, excursions, and the Independent Study Project period. For further information on safety and security, please see page 8.

Diversity
The best learning occurs when diverse individuals come together in an open, respectful environment. SIT Study Abroad works actively to provide learning opportunities for students from a wide variety of backgrounds.

Reciprocity
SIT Study Abroad is deeply embedded in local communities around the world. All program components are designed to respect the strengths of local partners to foster enduring relationships. Students contribute to achieving common goals by becoming an integral part of these partnerships. In this way, SIT and its local networks work together to realize their shared mission.

Global Citizenship
Studying abroad is only the first step to lifelong learning, growth, and engagement at home and around the globe. SIT encourages students to utilize and share their transformative experiences to enhance their future studies, careers, and communities as socially responsible individuals.

This publication and its provisions do not constitute a contract between any party or parties and SIT Study Abroad. At the time of publication, reasonable effort was made to ensure the factual accuracy of the information. However, this publication is not a complete statement of all policies, procedures, rules, regulations, and academic requirements applicable to SIT Study Abroad, its students, or its programs. SIT Study Abroad reserves the right to make changes and additions to the information in this publication without prior notice.
Program Selection

To identify the most appropriate SIT Study Abroad program, students should consider the following:

**Academic Content/Theme**
This will determine the coursework focus and influence choices for fieldwork and the Independent Study Project.

**Geographic Location**
SIT Study Abroad offers programs in a wide array of locations. Program sites provide the geographical and cultural context in which students examine critical issues with transnational dimensions.

**Language Instruction**
Many programs offer the opportunity to continue language study at intermediate and advanced levels. Others provide beginning instruction in a less-commonly taught language appropriate to the local community.

**Prerequisites**
Some programs require previous coursework in French or Spanish and/or content-related disciplines.

**Home College Approval**
Students should check with their study abroad office or academic advisor to determine how credits earned will apply to their undergraduate degree and major.

**Selection Assistance**
Students should also identify a second-choice program in case their first choice is unavailable. For assistance in selecting a program, please call 888 272-7881 or email studyabroad@sit.edu.

**Multiple Terms or a Year Abroad**
Students may want to consider combining two different semester programs for a year abroad or participating in an SIT summer program prior to or after a semester program. SIT staff are always available to assist in determining the most appropriate program(s) for a student’s academic interests and personal goals.

Admissions

SIT Study Abroad designs the admissions process to make the best possible match between a student’s academic goals and program content. Students must demonstrate clear academic and personal motivation and interest in experiential, field-based study abroad.

We welcome applications from undergraduate students who have:
- Good standing at an accredited college or university
- Completed at least one year of college-level coursework at the time of application (or at least one semester for summer programs and for France: Language, Community, and Social Change)
- A cumulative grade point average of 2.5 or higher
- Met stated prerequisites for the program to which they are applying

**Rolling Admissions Dates**
- Spring: April 15–November 1
- Summer: January 15–April 1
- Fall: January 15–May 15

It is possible that a particular program will fill prior to the final application deadline, so early applicants are most likely to be considered for their first-choice program.

**Required Admissions Material**
To apply for an SIT Study Abroad program, you will need to submit the following:
- SIT Study Abroad Application
- $50 nonrefundable application fee
- Official transcript(s) from all postsecondary institutions attended
- Two academic references from professors or your academic advisor
- Two essays
- Independent Study Project Proposal, if applicable
- Approval of Participation Form (signed by your study abroad office)
- Letter to your prospective homestay family
- Any additional program-specific requirements

Apply online at www.sit.edu/SA2011. You may download the forms if you are unable to complete the application online. Pending any necessary follow-up, offers of admission are normally made within three weeks.

Alumni Contacts

SIT Study Abroad is fortunate to have an extensive network of alumni available to speak with prospective and admitted students on topics including program selection, Independent Study Projects, and predeparture preparation. Alumni serve as an important resource to students contemplating studying abroad, newly enrolled students, and those already studying in-country. For additional information on gaining personal perspective about our programs, please visit our Web site at www.sit.edu/SA2011.

Please keep in mind that program curricula, excursions, and other program components can vary depending on the semester; each former student speaks from his or her own unique experience. Past participants can offer exceptional insight and advice, but for up-to-date facts and other information about current programs, please contact the SIT Study Abroad admissions office at studyabroad@sit.edu.
Program Dates and Fees

Program Dates
Most fall semester programs run from the last week of August or first week of September to mid-December. Most spring semester programs run from late January or early February to mid-May. Please check our Web site for individual program dates. Students must participate in the program for the entire semester.

Program Fees and Other Costs
Fees vary depending upon the program. Current program fees are available on our Web site.

Fees include tuition, full room and board throughout the program, all field trips and related fares, health and accident insurance, and other direct program expenses. Fees do not include airfare to and from the program; preprogram medical examinations or immunizations; books, passport, or visa fees; fees for some Guided Self-Instruction language study for students who place above the offered language levels; personal expenses; or independent travel while undertaking the Independent Study Project in the host country.

Because of the dynamic nature of SIT Study Abroad programs and the economics of host countries, SIT reserves the right to change its fees without notice.

SIT maintains cooperative billing arrangements with many colleges and universities. Students should check with their study abroad office or contact SIT Study Abroad to find out whether their institution has such an agreement.

Grades, Credit, and Transcripts
Students earn 16 or 17 undergraduate credits upon successful completion of an SIT Study Abroad semester program and 6 to 9 credits for summer programs. SIT assigns a letter grade for each course. Students may not elect a pass/fail option.

Credits are transferable to home colleges or universities according to individual school policies. Please note that many schools require prior approval in order to transfer credits earned through study abroad. Students are responsible for meeting with their study abroad or academic advisor prior to enrollment to determine the transferability of credit. Home school study abroad offices can guide students on how to integrate their experiences overseas into their courses of study.

Within two months of program completion, SIT sends a transcript with letter grades and a narrative evaluation of the Independent Study Project to each student’s home institution. Students receive a grade report and may request official copies of transcripts from the SIT registrar at www.sit.edu/studyabroad or by emailing the registrar at registrar@sit.edu.

Scholarships and Financial Aid

SIT Awards Nearly $1 Million in Scholarships Annually

Scholarships
SIT Study Abroad creates opportunities for study abroad for a wide range of students through financial support. Grants and endowment funds also help to provide scholarships based on several criteria including need and merit for accepted SIT Study Abroad students. Scholarship awards generally range from $500 to $5,000.

SIT Study Abroad scholarships include:

- Pell Grant Match Scholarships, available for more than 30 SIT programs—NEW
- The Compton Fund for programs with environmental, post-conflict transformation, or sustainable development themes, with priority for US minority groups

Visit www.sit.edu/scholarships for a full list of scholarships and to download a scholarship application.

Financial Aid
The best source of financial aid for SIT Study Abroad is a student’s home college or university. Most colleges and universities facilitate the transfer of federal and state financial aid, and in some cases institutional aid, for a study abroad experience. An essential first step for students is to consult with their study abroad and financial aid offices well in advance of the term during which they wish to study abroad. It is each student’s responsibility to understand the requirements, deadlines, policies, and procedures of their home institution regarding all financial aid funds. SIT’s financial aid office works with home institutions to facilitate the transfer of financial aid.

“I studied with the SIT Jordan: Modernization and Social Change program, and I would not have been able to go if it weren’t for SIT Study Abroad scholarships, Benjamin Gilman scholarships, or Pell Grants. You are giving an amazing opportunity to many undergraduate students who may not be able to study abroad because of finances.”

DANIELLE COLE, University of Kentucky
The SIT Study Abroad Experience

The SIT Study Abroad experience is like no other. Employing an educational approach developed over 75 years, students step beyond the boundaries of a traditional classroom to analyze and understand the critical issues shaping local communities around the globe. SIT programs are unique in their intensive cultural immersion, substantial community involvement, enlightening educational excursions, and emphasis on individual field-based research.

Students have unparalleled access to local, national, and international networks and are encouraged to treat every experience as a learning opportunity. Students become deeply engaged in a topic, conduct their own research, and often discover a lifelong passion. Our programs not only educate students, but also give back to the communities with which we work. Each program is comprised of a relatively small group of students who benefit from individualized attention and vibrant intellectual exchange. Programs are coordinated by an academic director, local instructors, and staff members who support students and challenge them to reach for new levels of intellectual curiosity and achievement.

**Thematic Seminar**
SIT designs the Thematic Seminar to merge student experience with academic theory to examine critical issues from multiple perspectives. This challenges students to connect their experience to a broader international framework while contextualizing critical global issues in a local setting.

Students benefit from SIT Study Abroad’s strong in-country networks, learning from local university professors, researchers, non-governmental organization leaders, community members, local professionals, and other students. This might mean studying marine ecosystems with researchers at the Smithsonian Tropical Research Institute in Panama or discussing women’s rights and domestic abuse with the Malian Association for the Defense and Rights of Women. Educational excursions, rural stays, and other field-based activities and assignments complement readings, discussions, and research papers, allowing students to engage in a variety of study methods.

**Intensive Language Study**
SIT Study Abroad regards language study as an important tool for understanding local perspectives. Language study helps students gain an inside view of the culture expressed only in local languages and dialects. Many programs offer the opportunity to continue language study at intermediate and advanced levels. Others provide beginning instruction in a less-commonly taught language appropriate to the local community, such as Malagasy or Samoan. Language instruction is provided through SIT instructors, language institutes, and local universities. Courses incorporate formal classroom instruction, discussion, and field exercises designed to enhance student engagement while improving oral and written competence. For a complete list of languages offered on SIT programs, please see the sidebar on page 7.

**Field Study Seminar**
Students learn appropriate methodologies that prepare them to undertake fieldwork on critical issues and topics connected to the program theme. Students develop research skills and approaches that will be used for their Independent Study Projects, including: cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics; contact and resource cultivation; observation and interviewing skills; gathering, organizing, and presenting findings; and maintaining a field journal.

Students also examine the ethics and the impact of their research on local communities and are required to follow the World Learning/SIT Human Subjects Review Policy, which serves as an approval process and a guide for ethical field study practices.

**Homestay**
Through carefully chosen homestays, students gain a close view of the local culture and experience the daily rhythm of life as a member of a host family. Homestays provide further context and perspectives that inform issues being studied, provide opportunities to improve language skills, and deepen cultural understanding. SIT designs homestays to reflect the full diversity of the community, with families representing a variety of occupational, economic, and educational levels. Many programs offer homestays in both urban and rural areas to give students contrasting views of life in different social or ethnic contexts. Rural homestays may involve basic living conditions, frequently without electricity and running water. When not in homestays, students stay in appropriate lodgings that may include guest houses, educational institutions, camping, or small hotels.
Language Study

Many SIT programs are conducted in English; however, students are usually required to take a language course relevant to the host community. Select programs are taught all or in part in the target language (see individual programs for details). Instruction is offered in nearly 30 languages, including:

- Acholi
- Modern Standard Arabic
- Jordanian, Moroccan, Omani, and Tunisian Colloquial Arabic
- Bambara
- Czech
- Dutch
- Fante
- French
- Hindi
- Bahasa Indonesia
- Kinyarwanda
- Luganda
- Malagasy
- Mandarin Chinese
- Mongolian
- Nepali
- Portuguese
- Quechua
- Samoan
- Serbian/Bosnian/Croatian
- Spanish
- Swahili
- Tibetan
- Twi
- Vietnamese
- Wolof
- Xhosa
- Zulu

Focus on Undergraduate Research

With its emphasis on actively involving students in the process of knowledge formation, undergraduate research is receiving increased attention in US higher education.

Independent Study Project (ISP)

At SIT Study Abroad, undergraduate research takes the form of an ISP. A cornerstone of SIT’s distinctive educational model of field-based, experiential education, the ISP is the culmination of the semester in most SIT Study Abroad programs.

In their ISPs, typically conducted during the final month of the semester, students pursue original research on selected subjects requiring deep investigation and analysis. The academic director advises each student on developing a project plan based on primary sources and in a variety of settings including community organizations, schools, government offices, and field research stations. Using a collaborative process that stimulates inquiry-based learning, students interact with scholars and other mentors both in the host country and at their home colleges and universities. Final projects generally include a 20–to 40–page paper and presentation to peers, academic staff, and interested members of the host community. In addition to the typical research paper, projects can be in the form of oral histories, case studies, or artistic presentations.

Based on SIT Study Abroad’s commitment to reciprocity, we encourage students to consider how their ISPs might positively impact host communities. Some projects have been used by local government ministries or have otherwise become assets to local communities. The World Learning/SIT Human Subjects Review Policy requires students to develop and implement projects that are ethically grounded, culturally sensitive, and respectful of research participants.

The opportunity to use primary sources in the context of another culture places students at the forefront of undergraduate field research. ISPs often lead to Fulbright and Watson project topics and other longer-term research, as well as honors theses at students’ home colleges and universities.

Read student ISPs on our Web site: http://digitalcollections.sit.edu/study_abroad.

Conducting fieldwork in a Zapatista community in Chiapas on the Mexico: Sustainable Development and Social Change program.
Student Health, Safety, and Security

SIT Study Abroad places the highest priority on the health, safety, and security of all students. Building on long experience with risk assessment and emergency preparedness, SIT is able to adapt quickly to dynamic situations. Because socioeconomic, political, environmental, and medical conditions vary widely across the more than 40 countries in which SIT operates, health, safety, and security measures are specifically tailored to each location and to current circumstances.

Maximizing Health
Prior to the start of each program, SIT Study Abroad provides information to students to prepare them for program health realities and to set clear expectations around maintaining good health while on the program. Students receive country-specific health guidelines, including required and recommended immunizations as specified by the Centers for Disease Control and Prevention (CDC). SIT also conducts a comprehensive review of each student’s medical history. Once the program begins, students are given information about local health issues during initial in-country orientation. Individual students are covered by health, accident, medical evacuation, and repatriation insurance, included in the program fee.

Maximizing Safety and Security
SIT Study Abroad staff members are trained in risk assessment and crisis management, and SIT gathers information from a variety of sources to continuously evaluate safety and security conditions.
- SIT monitors US government advisories, considering those issued both by in-country embassies and consulates and by the US Department of State in Washington, DC.
- In addition to well-informed academic directors and other in-country staff, SIT obtains additional valuable local in-situ knowledge and analysis from colleagues with whom the organization has long and trusted relationships.
- SIT consults with academic and nongovernmental organizations through the global networks of World Learning, SIT’s parent organization.

SIT Study Abroad incorporates safety and security throughout the program curricula. Key elements of the SIT model help to maximize in-country safety, including:
- During the initial orientation period, academic directors and local experts educate students about potential safety risks and strategies to keep themselves safe within their new context.
- Staff provide additional safety and security briefings at key junctures throughout the semester, most notably at times of movement to different program locations, so that students are fully aware of expectations and precautions that enhance security.

Safety cannot, of course, be guaranteed abroad, just as it cannot be guaranteed in the United States. However, student health, safety, and security are always our highest priority. SIT is committed to taking the necessary steps to maximize student safety and security at each and every program site.

Communicating with Student Affairs
Students, family members, and college and university staff who need information or assistance should contact the SIT Student Affairs office at 802-258-3292 or toll-free at 888-272-7881. For routine matters, regular business hours are Monday through Friday, from 8:30 am to 5:00 pm (ET). SIT Student Affairs is available 24 hours a day to respond to and manage student emergencies. In the event of an emergency, please call the numbers listed above. Calls coming in after hours or on the weekend will be initially received by an answering service, and then forwarded to the on-call SIT Student Affairs staff member.

Dean of Students and the Office of Student Affairs
The Dean of Students for SIT and office staff are responsible for providing leadership and vision in the areas of student health services, crisis management, counseling, housing, safety and security issues, diversity, student conduct issues, and support for students with disabilities. The dean establishes and monitors best practices and institutional protocols for all student affairs operations in the US and abroad.

A student on the South Africa: Multiculturalism and Human Rights program prepares a meal with her homestay family in Langa township, Cape Town.
Africa, South of the Sahara

“One of my favorite things about SIT is its commitment to experiential learning. Rather than sit in a classroom all day we visited organizations, spoke to Kenyans about current issues, lived with host families, engaged in research, and more.”

CATHERINE MATTHEWS, University of Richmond
Kenya: Health and Community Development
Cameroon

Social Pluralism and Development

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

Coursework

Social Pluralism and Development Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French with required readings and relevant educational excursions. The course explores issues of social change and development in Cameroon. Lecturers are drawn from institutions such as the University of Yaoundé, the Center for Development and Research of Ngaoundéré, the University of Yaoundé, and a microfinance institution based in Yaoundé.

Seminar topics typically include:

History
This unit serves as background knowledge to understanding the political, economic, and social realities of Cameroon today. The unit begins by focusing on Cameroon before colonization; German, French, and British colonization; and the fight for independence. The second half of the unit focuses on Cameroon after independence and the impact that colonization has had on Cameroon today.

Development Theories and Approaches
Students examine different theories and approaches to development using Cameroon as a case study in this unit. They also explore development organizations’ modalities of development practice and the efficacy of international aid.

Gender
This unit scrutinizes the roles and places of women and men in Cameroon today. It examines the characteristics of the traditional woman and her role in the family and society. It also explores contemporary gender roles and the gap that exists between modern and traditional roles.

Minorities
Two case studies illustrate issues of minority groups in Cameroon. The first case study examines the “place” of the Anglophone in Cameroon and the political, social, and cultural prejudices against Anglophones. The second case study explores the culture and traditions of the Pygmies and where the Pygmies are in the context of development.

Art, Tradition, and Cultural Expression
This unit examines the history of the Bamilékés and traditional structures like the Chefferies and the similarities between the Chefferie system and “African” democracy. It also examines Bamiléké traditional ceremonies such as those for marriage, widowhood, burial, and initiations into manhood and womanhood and how these ceremonies mark the passage from one level or status to another.

Islam and Traditional Power in the Grand North
This unit examines Islam as practiced in the Grand North of Cameroon and its impact on the people. It also examines the conflicts that arise between religious Koranic education and nonreligious governmental education. It explores the interaction of traditional authorities, political power, and modernity.

Educational Excursions
The program generally includes two or more visits to northern, northwestern (Anglophone), coastal, and/or southern Cameroon, including western Cameroon. These excursions give students a variety of perspectives on the country by examining its varied regions and peoples.

Intensive Language Study: French
FREN 2000–3000 / 4 credits / 60 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 intensive intermediate or advanced classes, with additional language practice in homestays, lectures, and field visits. Students also receive basic oral instruction in Fulfülé and Pidgin English.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Yaoundé or in another approved location appropriate to the project in Cameroon. Sample topic areas: education in a Cameroon village; traditional healing; bilingualism and the media; the makossa style of music; oral history of the Bamiléké people; a women’s village cooperative; influence of oil productions on Cameroon economy and society.

Credits 16
Program Base Yaoundé
Language Study French
Homestays Yaoundé, 5 weeks; Ngaoundéré, 2 weeks
Rural Visit/Homestay West province, 2 weeks
Other Accommodations Hostels, private homes, and small hotels
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

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

Origins of African Identity

Explore African Diaspora studies from a Ghanaian perspective and learn how identity constructions are played out through local and translocal dynamics.

Coursework

Origins of African Identity Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course emphasizes African Diaspora studies from the Ghanaian perspective. Students examine the long-term socioeconomic and cultural impact of the slave trade’s violent history. They learn how both forced and voluntary migration have shaped Ghana’s contemporary identity and conditions, and also created Ghanaian and West African Diaspora communities.

Lecturers are drawn from institutions such as the University of Cape Coast, the University of Ghana, and the Kwame Nkrumah University of Science and Technology.

Seminar topics typically include:

Ghanaian Culture and Society
History of Ghana; geography, people, and place names; traditional healing; indigenous religions of Ghana; traditional and contemporary social structures; gender roles and societal change; European and Western influence on Ghanaian society; rural development; agriculture and the Ghanaian economy.

African Diaspora Studies
Migration theory; history of the slave trade; the Pan-Africanist movement; demographics of the Diaspora; forts and castles in Ghana; Africans and African Americans; migration and rural development; festivals and Pan-Africanism; music and the Diaspora; environment, health, and migration; art of the Diaspora; a colonial history of Ghana; domestic slavery and the Trans-Atlantic Slave Trade; Ouïdet and the slave coast.

Educational Excursions
The program includes visits to Accra and Kumasi, as well as Ghana's upper-west region near the border of Burkina Faso. Students examine various historic sites and cultures to gain a fuller perspective on the country. Visits to fishing villages and small towns near Cape Coast and Elmina provide an understanding of rural life. A four-day excursion from Ghana to the nearby country of Benin enables participants to contrast these two nations' historical roles in the slave trade and their contemporary roles in the Diaspora.

Intensive Language Study: Fante
FANT 1000 / 4 credits / 60 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestay.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cape Coast, Accra, or in another approved location appropriate to the project. Sample topic areas: historical consequences within Ghanaian communities of the human trade; historical preservation of castles and forts; sociocultural influence of Diaspora communities returning to Ghana; legacy of Pan-Africanist philosophy in Ghana today; African American religious movements in Ghana; themes in modern Pan-Africanist literature; contribution of Pan-Africanist scholars to post-independence nation building; European influence in African traditional medicine; role of women in family life; role of West African economic influence in Ghana; importance of oral history in Ghana.

Credits 16
Program Base Cape Coast
Language Study Fante
Homestay Cape Coast, 5 weeks
Rural Visit/Homestay Komenda, 1 week
Other Accommodations Hostels, private homes, educational institutions, or small hotels
Independent Study Project 4 weeks
Prerequisites None

“...The experience with research and the introduction to Ghana afforded by the SIT program in Cape Coast has shaped the trajectory of my life. ... I was able to go back to Ghana on a Fulbright after I finished my undergraduate studies and now am working on a PhD on governance and the state in Ghana.”

ERIN METZ MCDONNELL, Current Doctoral Candidate
Department of Sociology, Northwestern University

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

Social Transformation and Cultural Expression

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

Coursework

Social Transformation and Cultural Expression Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine Ghanaian social structures through the lens of Ghana’s artistic and literary outputs. Lecturers may be drawn from institutions such as the Institute of African Studies at the University of Ghana, the University of Winneba, the Kwame Nkrumah University of Science and Technology, and the University of Cape Coast or the University of Development Studies.

Seminar topics typically include:

Sociopolitical Features
Queen Mothers and gender roles in traditional government; the Trans-Atlantic Slave Trade and its impact on contemporary Ghana; geography, history, and contemporary politics in post-colonial Ghana; Ghana’s religious spectrum—“traditional religion,” Islam, and Christianity; mutual aid societies; education in contemporary Ghana; midwifery; nongovernmental organizations; rural and urban issues; gender issues; regional diversity in the national context.

Visual and Performing Arts
Ghanaian music and drumming; traditional textiles; the fashion industry; modern literature; oral literature; beadmaking; dance; art and sculpture; pottery and crafts; history of Ghanaian architecture; theater.

Educational Excursions
The program includes visits to Kumasi, Cape Coast, Tamale, the Volta Region, and other parts of Ghana. These excursions are designed to challenge students to examine important and varied historical sites and cultures, giving a wider perspective on the country.

Intensive Language Study: Twi
TWII 1000 / 4 credits / 60 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestays.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Accra, Kumasi, or in another approved location appropriate to the project. Sample topic areas: meanings of kente and adinkra cloth; African drumming; divination; storytelling; contemporary use of traditional medicine; regional dance styles; contemporary African theater; the Ghanaian film industry; religious expression in traditional art; weaving; craft production for the tourist trade; Christianity, Islam, and “traditional” religion; nationalism and the arts.

Credits 16
Program Base Accra
Language Study Twi
Homestays Accra, 2 weeks; Kumasi, 2 weeks
Rural Visit/Homestay Asante region, 12 days
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project 4 weeks
Prerequisites None

Student making batik during a workshop in Accra.
Kenya

Health and Community Development

Explore the intersections of economics, health, and community development in Kenya and see the impact local health projects have on human development.

Coursework

Health and Community Development Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the social, political, economic, and cultural underpinnings of community development and health in Kenya. Lecturers are drawn from the University of Nairobi, Kenyatta University, nongovernmental organizations (NGOs), and UN agencies.

Seminar topics typically include:

Kenyan Cultures and Society
History of Kenya; ethnicity, urbanization, and changing values; politics and current affairs; education and socialization; belief systems; introduction to Maasai and other Kenyan communities; current events; Swahili society, culture, and development.

Community Development
Development history and paradigms: multinational and international donors; globalization and the Kenyan economy; formal and informal economies; international priorities versus local realities; rural and other development efforts.

Health and Health Care
Traditional healing; urban and rural health care practices; demographics, infrastructure, and access to health care; public health education; reproductive health and women’s health care needs; food and nutrition; the sociology of HIV/AIDS in Kenya; community health care projects.

Field Visits and Educational Excursions
The seminar generally includes short field visits within Nairobi including to UN agencies, community health clinics, international and local NGOs, community-based organizations, and government agencies, with related excursions to Mombasa and elsewhere in Kenya. Students also visit Tanzania or Uganda on a longer educational excursion to gain comparative perspectives on development, health, and social issues in East Africa.

Intensive Language Study: Swahili
SWAH 1000–2000 / 4 credits / 60 class hours
Emphasis is on speaking and comprehension skills through classroom and field instruction. Students with no previous knowledge of Swahili are placed in intensive novice classes with opportunities for advancement with further language practice in homestays and field visits. Daily classes during the first two weeks of the urban homestay are followed by the rural Swahili coastal community stay, which provides opportunities for additional Swahili language practice.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; field study methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; participatory evaluation and appraisal techniques.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location appropriate to the project within Kenya. Sample topic areas: rural women’s cooperatives; Nairobi’s informal economy; oral history of the Maasai; grassroots development programs; education in Nairobi; primary health care options in Nairobi; prenatal health care; family planning in rural Kenya; HIV/AIDS peer education; girls’ education in Nairobi; nutrition and health programming in Kisumu.

Credits 16
Program Base Nairobi
Language Study Swahili
Homestay Nairobi, 6 weeks
Rural Visit/Homestay Swahili coastal village, 10 days
Other Accommodations Small guest houses or tented camps
Independent Study Project 4 weeks
Prerequisites None

“SIT Kenya was the best experience I have had during college. I have never experienced the classroom ‘come to life’ like it did for me when I studied abroad in Kenya.”

DEONDRA JACOBS, Albion College

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

Islam and Swahili Cultural Identity

Explore issues of identity and the diverse cultures of the East African coast brought together by the Swahili language and the prevalence of Islam.

Coursework

Islam and Swahili Cultural Identity Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the profound impact of the Swahili language and Islamic religion in the region and in interactions with other regions of the globe. Lecturers are drawn from the University of Nairobi, the Swahili Resource Center, the Marine Research Institute, and the National Museums of Kenya.

Seminar topics typically include:

Kenyan Coastal Cultures
East African Islam in relation to the broader Islamic world; Swahili culture and its relations with communities of the interior; ethnicity in East Africa; educational systems; health and healing; women’s roles and women’s health; continuity and change in East African art, music, architecture, and daily life.

History and Politics
Origins of political and social harmony and conflicts in Kenya and Tanzania; archaeological evidence of continuity and change in the region; precolonial, colonial, and post-independence history and politics; the role of external forces in the development of East African precolonial, colonial, and post-independence countries; current affairs and future prognosis.

Geography and Economics
Urban issues in Kenya; rural development in Kenya; marine resources and conservation; informal-sector economic development in Kenya; theories of African development; tourism and development.

Educational Excursions
The program generally includes an excursion to the Lamu archipelago and the twelfth-century site of Gede in Malindi, as well as a field trip to the coastline of Tanzania and the islands of Zanzibar (Unguja and Pemba). Through hands-on explorations of Swahili history and culture, excursions offer students unique perspectives on the ethos of coastal Kenya and beyond.

Intensive Language Study: Swahili
SWAH 1000–2000 / 6 credits / 90 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Following an in-country evaluation that includes oral proficiency testing, students are placed in intensive beginning and intermediate classes, with additional language practice taking place through homestays, lectures, and field visits, including a one-week homestay on Pemba, in the Zanzibar archipelago of Tanzania. The course meets daily for five hours over a three-week period, with an additional six hours of instruction each week provided through one-on-one tutorials with native Swahili speakers.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in coastal Kenya or in another approved location appropriate to the project. Sample topic areas: women’s employment in the informal sector; traditional boat building; Swahili marriage traditions; coastal archaeology; Islamic education; rural development on a community level; primary health care; Swahili wood carving; traditional healing; midwifery among the Swahili; new and traditional fishing practices of the Bajuni; Swahili oral history; effects of tourism on coastal cultures; HIV/AIDS on the Kenyan coast; an inquiry of Muslim opposites; Swahili poetry.

Credits 16
Program Base Mombasa
Language Study Swahili
Homestays Mombasa, 2 weeks; Pemba, 1 week
Rural Visit/Homestay Taita Hills, 10 days
Other Accommodations Hostels, guest houses, private homes, or small hotels
Independent Study Project 4 weeks
Prerequisites None

SIT Kenya alumnus Daniel Low (Pomona College) was awarded the Donald A. Strauss Public Service Foundation Scholarship and a Rotary Ambassadorial Scholarship to return to Africa to pursue his interest in medicine and health care. While in Kenya with SIT, Daniel researched the health and education problems of street children in Mombasa. Learn more about his experience and future plans at www.sit.edu/KEM.
Madagascar

Biodiversity and Natural Resource Management

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

Coursework

**Biodiversity and Natural Resource Management Seminar**
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted primarily in French with required readings and relevant educational excursions. The focus is on Madagascar’s southern region. Lecturers are drawn from international and local environmental nongovernmental organizations such as WWF and Azafady as well as the Department of Natural Sciences at the University of Antananarivo and the Marine Studies Institute of the University of Tuléar.

Seminar topics typically include:
- **Biodiversity and Natural Resources**
  - Geography; humid and dry forest ecosystems; national, private, and community-based protected areas management; impact of economic development and tourism on the environment; animal behavior and ecology; ethnobotany with an emphasis on medicinal plants; southern marine ecosystems.
- **Malagasy Society and Cultural Values**
  - Education; traditional belief systems and their relationships with the environment; ethnicity and ethnic identity; celebration of *razana* (the ancestors); gender roles in Malagasy society; traditional values and contemporary influences in society.
- **Educational Excursions**
  - The program includes excursions to Ranomafana rainforest; the Spiny Desert; Andasibe, Andringitra, Andohahela, Isalo, and Ankarana National Parks; community-managed reserves at Anja and Ifotaka; Mandena conservation site, a mining biodiversity offset; fishing villages; and the barrier reef of Tuléar. These excursions provide students with direct knowledge of specialized ecological zones, rural conservation and development issues, and the challenges of promoting conservation alongside sustainable development.

**Intensive Language Study: French**
FREN 2000–3000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country oral evaluation, students are placed in intensive intermediate and advanced classes, with further language practice in homestays, lectures, and field visits.

**Intensive Language Study: Malagasy**
MALA 1000 / 2 credits / 30 hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with homestay families.

**Environmental Field Study Seminar**
ENVI 3500 / 4 credits / 60 class hours
Conducted primarily in English, this is a course in social and natural sciences research methods. The focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Depending on program site and focus, field studies may include designing a research project, writing a proposal, interviewing, conducting surveys, or maintaining a field journal. Specific ecological field study methods may include habitat surveys; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population censusing; and animal behavior.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted primarily in southern Madagascar or other appropriate locations. Sample topic areas: reforestation; coral reef conservation; medicinal plants in the marketplace; ecotourism; carbon sequestration and financing; land-tenure reform and agricultural production; conservation assessments of endangered species; sacred forests; community-based resource management; behavioral ecology of lemurs in Berenty Reserve; sustainable land-use techniques.

Credits: 17
Program Base: Fort Dauphin (Tolagnaro)
Language Study: French, Malagasy
Homestay: Fort Dauphin, 4 weeks
Rural Visit/Homestay: Faux Cap Region, 1 week
Other Accommodations: Hostels, campsites, or small hotels
Independent Study Project: 4 weeks
Prerequisites: Previous college-level coursework in environmental studies, ecology, biology, or related fields, as assessed by SIT. Three recent semesters of college-level French or equivalent, as assessed by SIT.

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

National Identity and Social Change

Explore issues of identity and political and socioeconomic transition in the context of Madagascar’s remarkable ethnic and geographic diversity.

Coursework

National Identity and Social Change Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English and French, with required readings in English and optional readings in French. Assignments may be completed in English or French. Relevant field-based activities and educational excursions complement the classroom-based lectures and discussions. The course takes a holistic approach to understanding the roles of geography, history, ethnicity, language, religion, politics, and economics in shaping the Malagasy identity. Lecturers include faculty from local universities, including the University of Antananarivo, and other program partners.

Seminar topics typically include:

Sociological Perspectives
Ethnicity and ethnic identity; family and kinship; religion; veneration of razana (the ancestors); ancestral homelands; gender roles; cultural importance of cattle; physical and social geography; traditional values and global influences in society; verbal arts (including folklore, proverbs, and speech-making); music and dance.

History and Politics
Origins of the Malagasy; early kingdoms; colonial rule; independence; contemporary history; democracy and elections; political parties; levels of administration; good governance; political crises; foreign relations.

Sustainable Development and Social Change
Social development; education; public health; roles of women in development; agriculture; formal and informal sectors of the economy; role of foreign investment; impact of globalization; poverty alleviation programs.

Educational Excursions
Excursions to locations across Madagascar are essential to providing a more complete representation of the country’s many layers of diversity, including the country’s ethnic, geographic, and ecological landscapes. The program typically includes excursions to eastern and northwestern Madagascar, including Andasibe, Ankarafantsika, and Nosy Tanikely National Parks, and the island of Nosy Be. Students also spend a week in rural areas of the Bongolava region in the central highlands.

Intensive Language Study: French
FREN 2000–3000 / 3 credits / 45 class hours
A communicative approach to language learning with emphasis on speaking, reading, and writing skills through classroom and field-based instruction. Following in-country evaluation, including oral proficiency testing, students are placed in intermediate and advanced classes. Further language practice occurs during homestays, lectures, and field visits.

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

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. The focus includes cross-cultural adaptation and skills building; topic selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; identifying contacts and resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in any region of Madagascar based on program approval. Sample topic areas: role of fady (taboo) in Malagasy life; role of omibasy (traditional healers); family planning on the village level; roles of women in society; uses of medicinal plants; traditional weaving techniques; prenatal health care in rural areas; malaria prevention and treatment; language teaching in primary and secondary education; local radio as a means of communication; HIV/AIDS awareness and prevention.

Credits 16
Program Base Antananarivo
Language Study French, Malagasy
Homestays Antananarivo, 4 weeks; Mahajanga, 2 weeks
Rural Visit/Homestay Tsroanomandidy, 1 week
Other Accommodations Hotels, hostels, private homes, educational institutions
Independent Study Project 4 weeks
Prerequisites Two recent semesters of college-level French or equivalent, as assessed by SIT.

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

Health, Gender, and Community Empowerment

Explore the links between economic development, community empowerment, and social issues—including gender, religion, and health—in contemporary Mali.

Coursework

Health, Gender, and Community Empowerment Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French with required readings and relevant educational excursions. The course examines development initiatives through the interplay of gender dynamics and health in the cultural context of contemporary Mali. Lecturers are drawn from institutions such as the University of Bamako, the Malian Association for the Defense and Rights of Women, Pivot Santé, the Center Aous Keita, and CAFO (Coordination des Associations et ONG Féminines du Mali).

Seminar topics typically include:
- Malian Social Organization and Cultural Values
  - Precolonial and colonial history; Mali since independence; ethnic groups of Mali; the educational system and use of language; fables, myths, and stories; contemporary Malian politics; traditional forms of governance and leadership; griots and oral traditions; animism, Islam, and Christianity in Mali; history of Dogon country.
- Health, Gender, and Community Empowerment
  - Traditional gender roles in Malian society; grassroots and community development efforts; women’s cooperatives; poverty relief programs; local craft production; women, children, and development; stakeholders in Mali’s development agenda; HIV/AIDS and public education in Mali; health care delivery in urban Mali; access to health care in rural areas; mother and infant nutrition; women’s choices in family health care; sanitation and hygiene in formal and informal education; traditional medicine and traditional healers; home-based health care; changing roles in urban Mali; governmental priorities in health and development.
- Educational Excursions
  - To allow students to explore a variety of Malian cultures and ways of life, the program includes visits to the Niger River towns of Ségou and Mopti as well as to fabled Djenne and to Dogon villages along the Bandiagara cliffs.

Intensive Language Study: French
FREN 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Intensive Language Study: Bambara
BAMB 1000 / 2 credits / 30 class hours
Emphasis on beginning oral comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestay and visits to marketplaces.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Bamako or in another approved location appropriate to the project in Mali. Sample topic areas: women’s roles in family health care; literacy and Malian women; feminism of the workplace; traditional healing and birthing practices; nonformal education from mother to child in Sanankoroba; division of labor in Ségou’s kitchen gardens; nutrition and health choices in Bamako’s marketplace; health care practices among the Dogon; training midwives for rural delivery support; Islam and health in Bamako’s Islamic center.

Credits 17
Program Base Bamako
Language Study French, Bambara
Homestay Bamako, 6 weeks
Rural Visit/Homestay Sanankoroba, 1 week
Other Accommodations Hostels, small hotels, or additional stays with homestay families
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

SIT Mali alumna Sarah Solomon describes her independent research on Malian youth activism among girls and the bonds she formed with her host family and community. Sarah explains how she has been forever changed by her semester in Mali. See www.sit.edu/MLR.

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

Post-Genocide Restoration and Peacebuilding

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

Coursework

Post-Genocide Restoration and Peacebuilding Seminar
PEAC 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students analyze the origins of conflict in Rwanda and the events leading to the 1994 genocide. Post-genocide restoration work in the areas of development, reconciliation, justice, peacebuilding, and conflict prevention are also examined. Lecturers are drawn from institutions such as the National University of Rwanda, the National Unity and Reconciliation Commission, and several civil society organizations in Uganda. Seminar topics typically include:

Sociopolitical History of Rwanda
Sociopolitical developments before and during the colonial era; identity politics and their relevance for understanding genocide; cultural and political reconfiguration during independence movements; events leading up to the 1994 genocide; Arusha Peace Accords; post-conflict politics in Rwanda; constitutional reforms in Uganda; post-conflict state building.

Lake Victoria Basin Conflict Dynamics
International dimensions of conflict; actors and agents in the Rwandan genocide; the role of media in conflict; the role of the DRC and Burundi; root causes of conflict and warning signs; critical analysis of Uganda’s conflict history; displaced persons and refugees; resettlement and relocation due to conflict; economic and social impacts of large-scale conflicts.

Conflict Resolution, Reconstruction, and Prevention
Different stages of conflict and genocide; local and international responses to justice and reconciliation; the role of the gacaca courts and the International Criminal Tribunal; post-conflict peace education and training programs; the effectiveness of messaging in museums; the role of memorials for collective memory; community outreach programs to foster reconciliation and unity; efforts to develop democracy and responsible citizens; reintegration of formerly abducted children in Uganda; economic and political developments.

Educational Excursions
The program includes field visits to sites of genocide memorials, museums, camps for internally displaced persons and refugees, and organizations working in the areas of reconciliation and development. Students spend two weeks in northern Uganda to experience the aftermath of conflict and everyday life in an environment with a very different violent history.

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

Field Study Seminar
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. Given the emotional impact of the program and the effects this may have on students, the course devotes additional time to psychological orientation and extended debriefing to process site visits and field experiences.

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

Credits 16
Program Base Kigali
Language Study Kinyarwanda
Homestay Kigali, 6 weeks
Other Accommodations Hostels, guest houses, or small hotels
Independent Study Project 4 weeks
Prerequisites Although there are no prerequisites, students should have an understanding of issues related to conflict/genocide theories and exhibit the sensitivity and psychological as well as emotional maturity required to deal with these difficult and intense subjects. Dealing with genocide and its aftermath, not only through lectures but also through field trips, can at times be upsetting and difficult to experience. An interview may be required prior to acceptance. Knowledge of French is not required but certainly an advantage.

A panoramic view of Kigali, the program base.
Senegal
National Identity and the Arts

Experience the enormous contribution to African arts and culture made by Senegal, a country that has inspired three centuries of poets, novelists, and artists.

Coursework

National Identity and the Arts Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French with required readings, hands-on workshops, and relevant educational excursions. Students examine the prominent role played by the performing and visual arts in shaping Senegalese society and identity. Lectures are drawn from institutions such as the Université Cheikh Anta Diop (University of Dakar), the Senegalese Ministry of Culture, the Media Centre of Dakar, the Village des Arts professional artists’ cooperative, and the Réseau Africain du Développement Intégré.

Seminar topics typically include:

Senegalese Identity
Role of Islam in Senegalese life; general history of Senegal from the slave trade to the present; gender, law, and civil society in Senegal; national cultural policy from Senghor to the present; role of the griot in Senegalese society; the role of Saint Louis in Senegalese history and literature; Senegalese cinema and theater; educational system in Senegal; role of the crisis in the Casamance in recent Senegalese politics; microcredit and development in Senegal; traditional West African music, rhythm, and storytelling.

Arts and Culture
Workshops in traditional and modern Senegalese dance and djembe. Choice of additional workshops in batik, ceramics, bronze sculpture, or glass painting. Musical training in traditional Senegalese instruments such as the kora, tama, and djembe.

Educational Excursions
Although Senegal’s national identity is largely shaped by the Wolof, the country’s dominant ethnic group, the country is home to more than 26 different ethnic communities. Students experience this rich cultural diversity through direct exposure to the music, dance, traditions, and customs of different ethnic communities. Rural stays in the Wolof town of Mout and the town of Kedougou reveal similarities and differences among Senegal’s different ethnic groups, the contrast between urban and rural cultures, and how tradition and modernity coexist side by side. The program includes extended field visits to Saint-Louis, southeastern Senegal, and the Petite Côte as well as visits to Gorée Island, the Grand Mosque of Touba, Keur Moussa Benedictine Monastery, and Bandia Game Park.

Intensive Language Study: French
FREN 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 intensive intermediate or advanced classes, with further language practice in homestays, workshops, lectures, and field visits.

Intensive Language Study: Wolof
WOLO 1000 / 2 credits / 30 class hours
Emphasis on beginning oral comprehension skills through classroom and field instruction. Language practice with host families during the homestays augments formal instruction.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is 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 field journal.

Field Study Project
ISPR 3000 / 4 credits / 120 hours
Conducted in Dakar or in another approved location appropriate to the project. Sample topic areas: ethnomusicology and study of traditional instruments; role of dance in the ceremonies of the Serer; social meaning of traditional dress in modern Senegal; industrial and traditional fabric dying and design; griots (musicians, historians, royal advisors); Senegalese film as a cultural statement; the work of the Sorano National Theater; the artists of Gorée Island; cultural identity and religion; the tama, the talking drum; women and craft production; contemporary Senegalese music.

Credits 17
Program Base Dakar
Language Study French, Wolof
Homestay Dakar, 6 weeks
Rural Visit/Homestays Wolof village, 3–4 days; Kedougou village, 3–4 days
Other Accommodations Guest houses, educational institutions, or small hotels
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.
South Africa

Community Health and Social Policy

Examine primary health care concerns from a South African perspective, exploring the roles of the South African state, the media, nongovernmental organizations, community structures, and traditional healers.

Coursework

Community Health and Social Policy Seminar
IPBH 3000 / 8 credits / 120 class hours
An interdisciplinary course conducted in English with required readings, relevant field visits, and educational excursions. Lecturers are drawn from institutions such as the University of KwaZulu-Natal, the Amatikulu Primary Health Training Centre, and the AIDS Foundation of South Africa.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Durban or in another approved location appropriate to the project. Sample topic areas: prenatal health care; sociological consequences of HIV/AIDS; public health education campaigns; sustainable development and health care; local attitudes about access to health care facilities; indigenous healing practices; music and its effects on HIV-positive South Africans; mental health issues and available health care; reproductive health in rural South Africa.

Credits 16
Program Base Durban
Language Study Zulu
Homestay Township of Cato Manor (outside of Durban), 5 weeks
Rural Visit/Homestays Umthwalume, Impendle, and Amatikulu villages—3 days in each location
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project 4 weeks
Prerequisites None

Examine primary health care concerns from a South African perspective, exploring the roles of the South African state, the media, nongovernmental organizations, community structures, and traditional healers.

“Rather than observing the culture from the sidelines, SIT helps students dive right in and embrace new perspectives and paradigms. I absolutely LOVED my experience studying abroad in South Africa.”

HANNAH WANGBERG
Gustavus Adolphus College

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

Multiculturalism and Human Rights

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

Coursework

Multiculturalism and Human Rights Seminar
AFRS 3000 / 6 credits / 90 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. Lecturers are drawn from institutions such as the University College in Cape Town, Stellenbosch University, and the Institute for Democracy in South Africa.

Seminar 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.

Multiculturalism and Social Change
Race and racism; oral testimony and the recovery of memory; collective guilt and responsibility; truth telling, the Truth and Reconciliation Commission, and nation healing; xenophobia; crisis in education; gender inequality; structural inequalities and social justice; Kohekohe and indigenous rights; crime, youth, and gangs: destigmatizing HIV/AIDS; youth and youth culture; social identities in transformation; grassroots activism and the work of nongovernmental organizations.

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.

Educational Excursions
The program includes educational excursions to Johannesburg, Stellenbosch, and the Western Cape province including visits to rural areas.

Intensive Language Study: Xhosa
XHOS 1000 / 4 credits / 60 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. In addition, students receive introductory oral Afrikaans instruction.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cape Town or in another approved location appropriate to the project. Sample topic areas: equity in education; affirmative action issues; the role of Afrikaans in a multilingual society; Xhosa women in contemporary South African society; socioeconomic realities of HIV/AIDS;

Credits
Program Base Cape Town
Language Study Xhosa
Homestays Cape Town: Langa Township, 4 weeks; Bo-Kaap, 1 week; Stellenbosch, 1 week
Rural Visit/Homestay Western Cape, 1 week
Other Accommodations Small hotels and hostels
Independent Study Project 4 weeks
Prerequisites None

The homestays, by far, were my favorite part of the program! It is such an incredible way to learn about the many South African cultures ... firsthand at the same time as you’re learning about them in a classroom setting.”

CLAIRE OATEY, Whitman College

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

Social and Political Transformation

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

Coursework

Social and Political Transformation Seminar
AFRS 3000 / 8 credits / 120 class hours
An interdisciplinary course conducted in English with required readings and relevant educational and field excursions. Students examine the historical background of South Africa’s apartheid system; the factors which contributed to the dismantling of that system; visions for post-apartheid South Africa; and the political, economic, cultural, and social structures of a “new” South Africa in transition. Lecturers are specialists in their areas and are drawn from the University of KwaZulu-Natal as well as a range of NGOs including the Abahlali Shackdwellers Movement, a restorative justice prison program called Phoenix Zululand, the Union of Refugee Women, and ACCORD, a conflict-resolution agency with programs across the African continent.

Seminar topics typically include:

Political, Economic, and Social Landscape
This module provides a frame of reference for the examination of social and political transformation in South Africa. Topics include the South African political economy; unemployment and poverty; housing; civil society; gender; education in South Africa.

Development: Theory and Practice
Overview of approaches to development and contemporary South African development policy; the informal sector; rural and agricultural development; service delivery; gender; HIV/AIDS; skills development.

Reconciliation: Opportunities and Challenges
Peacebuilding; the Truth and Reconciliation Commission; the concept of ubuntu; violence and ethnicity; discrimination and xenophobia; racial identity; race, class, and ethnicity; South Africa’s role in conflict resolution and peacekeeping; process of healing the memories of apartheid.

Educational Excursions
The program includes field visits to Johannesburg, the South Coast of KwaZulu-Natal with a beach walk into the Eastern Cape, rural KwaZulu-Natal, and the Umfolozi-Hluhluwe Game Reserve. Excursions give students the opportunity to explore South Africa’s socioeconomic complexity, diversity, and natural beauty in greater depth.

Focused Study
The final week of the seminar offers students an opportunity to specialize in one of four possible themes: reconciliation, development, gender, or education. Study is both classroom- and field-based.

Introductory Language Study: Zulu
ZULU 1000 / 2 credits / 30 class hours
Emphasis is on beginning speaking and comprehension skills through classroom and field instruction, complemented by discussions of Zulu history and culture.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Durban or in another approved location appropriate to the project. Students may choose to complete either an Independent Study Project or a practicum paper resulting from an internship with an affiliate organization working in social and/or political transformation. Sample topic areas: AIDS in South Africa; peace efforts in KwaZulu-Natal; democracy as seen by South Africans; education policy reform and implementation; the prison system in South Africa; pre-natal and primary health care; independent churches and religion; trade unions and their alliance with the African National Congress; township jazz and political resistance; land reform; Zulu traditional healing and Western medicine; Afrikaner identity.

Credits 16
Program Base Durban
Language Study Zulu
Homestays Three in the greater Durban area, totaling 7 weeks
Rural Visit/ Homestay 10 days
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project 4 weeks
Prerequisites None

“I can’t begin to express how much I learned—both academically and personally—during my time on this program. I applied many of the concepts that I learned to my senior thesis—recently awarded the Johns Hopkins’ Arthur Kougell Memorial Prize—and my experiences on the Durban docks continue to serve as a major asset during all of my job interviews.”

Benjamin Mays
The Johns Hopkins University

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/SFD
Explore the delicate balance between ecological concerns and socioeconomic objectives in the vast wilderness expanses of northern Tanzania.

Coursework

Wildlife Conservation and Political Ecology Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the relationships among socioeconomic goals, ecological parameters, and cultural transitions from multiscale/actor perspectives in various Tanzanian landscapes. Lectures are drawn from institutions including Sokoine University of Agriculture, the Tanzania Wildlife Research Institute, and various nongovernmental organizations.

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

Intensive Language Study: Swahili
SWAH 1000–2000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning classes, with further language practice during homestays, lectures, and excursions.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related political ecology issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Specific social field study methods include designing research projects; writing a research proposal; interviewing; surveys; participatory rural-appraisal techniques; maintaining a field study journal; and statistical analysis of data sets. Specific ecological field study methods include micro- and macrohabitat analysis; wildlife population sampling and analysis; fauna and flora identification; animal behavior; Geographic Information Systems; and statistical analysis of data sets.

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

Credits
- **16**

Program Base: Arusha

Language Study: Swahili

- **Homestay**: Arusha, 3 weeks
- **Rural Homestay**: Maasai village, 1 week

Other Accommodations: Hostels, private homes, small hotels, and 33 nights of camping

Independent Study Project: 4 weeks

Prerequisites: Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, sociology, anthropology, international relations, or related fields, as assessed by SIT.

Photo by Rachel Friedman

Students explore diversity and complexity in northern Tanzania through multiple scales and locations.
Tanzania

Zanzibar—Coastal Ecology and Natural Resource Management

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

Coursework

**Coastal Ecology and Natural Resource Management Seminar**

ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Lecturers are drawn from institutions such as the University of Dar es Salaam and its affiliate, the Institute of Marine Sciences in Zanzibar.

Seminar topics typically include:

- *Zanzibari Culture and Society*
  Precolonial and colonial history; contemporary political and economic issues; rural development and appropriate technology; cultural anthropology; human and physical geography; Islam and society; role of women in Islam.

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

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

- *Educational Excursions*
  Educational excursions provide students the opportunity to examine directly the consequences of ecotourism on coastal forests and ecosystems. The program includes excursions to Pemba Island, Misali Island Conservation Area, Chumbe Island Coral Park Ecotourism Project and Reserve, Jozani Forest, Mikumi National Park, Zanzibar Butterfly Centre, and other areas of environmental and cultural interest.

**Intensive Language Study: Swahili**

SWAH 1000–2000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning and intermediate classes, with further language practice in homestays, lectures, and field visits.

**Environmental Field Study Seminar**

ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data in order to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies include designing a portfolio research project; interviewing; surveys; maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis; fauna and flora identification; biodiversity monitoring; population analysis; and animal behavior.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours
Conducted on the Zanzibar archipelago or in another approved Tanzanian coastal location. Sample topic areas: turtle conservation on Misali Island; oral histories of a Zanzibari fishing village; a report of invasive species in Jozani Forest; environmental impact of hotels on Unguja; a survey of coral genera near Chumbe Island; a survey of red colobus monkey migration corridors; ecological impacts of salt farming; environmental education in local schools; urban water use in Pemba; feasibility and impacts of seasonal closure of an octopus fishery; an assessment of community-based ecological monitoring.

**Credits 16**

**Program Base** Stone Town, Zanzibar

**Language Study** Swahili

**Homestays** Stone Town, 2 weeks; Pemba Island, 7 nights

**Other Accommodations** Guest houses, small hotels, and university housing. In some semesters, the group may also camp.

**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. Swimming and snorkeling proficiency is strongly recommended.

“This program was a life-changing experience for me, and the Independent Study Project proved to be the most rewarding. ... I was forced to put myself out of my comfort zone, but in doing so I realized that I had learned much more of the culture and language than I had realized throughout the semester.”

*JULIE BARDENWERPER*  
Gustavus Adolphus College

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

Development Studies

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

Coursework

Development Studies Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings, relevant educational excursions, and site visits. Lecturers are drawn from institutions such as Makerere University, the Uganda Change Agent Association, and Sustainable Empowerment for Economic Development.

Seminar topics typically include:

Ugandan Culture and Society
Precolonial, colonial, and postcolonial history; Uganda's geography and distribution of ethnic groups. Topics are covered in the context of Ugandan development viewed in both historical and contemporary periods.

Development Studies
This section of the course is divided into three parts. The first part provides a general introduction to development studies and theories of development. The second part covers thematic areas of contemporary development, including political, economic, and environmental issues, and traces the role these issues played in Uganda's "crisis of development" and during subsequent patterns of development in the post-Cold War era. Students consider Uganda's social service delivery, rural and urban development, indigenous knowledge, appropriate technology, resource allocation, planning and project evaluation, governance and development, multinational organizations, and nongovernmental organizations. In the third part of the course, students further their studies by selecting one of the following in-depth study units: gender and development; human rights and development; public health and development; or grassroots development. The units are hosted and conducted by experts in these fields.

Educational Excursions
Educational excursions augment the thematic seminar. Students carry out field visits to development organizations and associations with ongoing projects to allow firsthand examination of rural and urban development initiatives. These may include the AIDS Support Organization, Action Aid International, Mwanamugimu Nutritional Unit, Child Restoration Outreach, Oruchinga Refugee Settlement, the UN Millennium Village Project, the Republic of Uganda Parliament, the Buganda Parliament, and a traditional medicine clinic at Rukararwe. Other site visits are conducted during the elective weeks.

Intensive Language Study: Luganda
LUGA 1000 / 2 credits / 30 class hours
Largely introductory in scope, this course emphasizes speaking and comprehension skills through classroom and field instruction. Instruction is offered twice daily in Kampala. Language practice during the homestay, field visits, and during day-to-day interactions supports formal instruction and prepares the students for their development practicum.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
This course covers concepts of learning across cultures and from field experience. Field study seminars include "Introduction to the Development Practicum" and traditional research methods. These include skills in observation and interviewing; gathering, analyzing, organizing, and presenting data; and developing contacts and finding resources. The field-based (nontraditional) methods include rapid rural appraisal; participatory rural appraisal; cross-cultural adaptation and skills building; and project selection and refinement. Special attention is paid to field study ethics and the World Learning/SIT Human Subjects Review Policy.

Development Practicum
PRAC 3000 / 6 credits / 180 class hours
Each student selects a development organization with which to complete a six-week development practicum. The practicum can be completed in Kampala or other areas of Uganda with organizations engaged in a broad spectrum of development projects. The practicum helps to integrate the information gained through the Development Studies Seminar and the Field Study Seminar, giving students the opportunity to analyze development theories in a practical setting. A final paper and oral presentation evaluating the project, as well as the student's role within the organization, complete the practicum.

Credits 16
Program Base Kampala
Language Study Luganda
Homestay Kampala, 6 weeks
Rural Visit/Homestay Eastern Uganda, 1 week
Other Accommodations Hostels, guest houses, or small hotels
Development Practicum 6 weeks
Prerequisites Although there are no prerequisites, a background in development studies or a related field is strongly recommended.

SIT Uganda alumna Tori Hogan (Duke University) is the founder of Beyond Good Intentions, an organization committed to uncovering more innovative and effective approaches to international aid worldwide. Learn more at www.sit.edu/UGD.
Uganda

Microfinance and Entrepreneurship

Examine the roles of microfinance and entrepreneurship in the economy of Uganda. Develop entrepreneurial skills through a practicum with a Ugandan small business, nongovernmental organization (NGO), or local entrepreneur.

Coursework

Microfinance and Entrepreneurship Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course focuses on different aspects of microfinance, entrepreneurship, and social development in the context of Uganda. Lecturers include Ugandan scholars, business leaders, and entrepreneurs from institutions such as Makerere University Business School, Capital Markets Uganda, Uganda Small Scale Industries, and Uganda Women’s Entrepreneurs Association Limited. The seminar is comprised of compulsory modules and electives.

Seminar topics typically include:

Ugandan Culture and Society
Overview of Ugandan history; introduction to Uganda’s political economy.

Economic Development
Theories of economic development; Uganda’s economic evolution; Uganda’s five-year development plan; Structural Adjustment Policy; Lagos Plan of Action.

International Trade
Regional trade; East African Community; Preferential Trade Area; Common Market of Eastern and Southern Africa; European Union-African Caribbean Pacific relations; African Growth Opportunity Act and the World Trade Organization; export earnings; the effect of Southern Sudan as an alternative export route.

Entrepreneurship
Theories of entrepreneurship; entrepreneurship growth in Uganda; role of entrepreneurship; small, medium, and large enterprises; informal sector; role of NGOs; gender and entrepreneurship; minority groups; social entrepreneurship; role of NGOs; community development; business opportunity, business plans, start-ups, and government policy; sourcing of resources.

Uganda’s Financial Sector
Economic evolution; different actors and stakeholders; need for financial planning; financial inclusion; sources of finance; how gaps in the financial sector have impacted entrepreneurship.

Introduction to the Financial Tiers
- Tier 1: Commercial/development banks
- Tier 2: Institutions dealing in credit only, e.g., OIKO Credit; The 2004 Financial Institutions Act
- Tier 3: Money Deposit Institutions, e.g., Uganda Finance Trust; MDI Act (2003); and the four critical challenges
- Tier 4: Microfinance Institutions, e.g., Bangladesh Rural Advancement Committee Uganda; Village Savings and Loans Schemes

Microfinance in Uganda
Emergence of microfinance in Uganda; government policy; the homegrown “Prosperity for All” government program (Bonna Bagagawale); financial intermediation; Microfinance Support Centre, Savings and Credit Cooperatives; microfinance as a stopgap for poverty alleviation; opportunities and impact of microfinance; economic versus social benefits.

Electives
In the second part of the thematic seminar, students choose from the following electives: community entrepreneurship and development; social entrepreneurship and development; or business entrepreneurship and development.

Educational Excursions
Excursions designed to reveal Uganda’s ethnic and economic diversity expose students to a variety of regional business entrepreneurs and the impact of social development on different communities. During the excursion to northern Uganda, students learn directly from a community working towards self-sufficiency after a long period of conflict and dependency on foreign aid and humanitarian assistance. The program also spends time in western Uganda as well as Rwanda, a country with the fastest-growing economy in East Africa.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Course material includes cross-cultural adaptation and skills building; appropriate methodologies including developing contacts and finding resources, developing skills in observation and interviewing, gathering, organizing, and communicating data; Independent Study Project selection and refinement; field study ethics and the SIT Human Subjects Review Policy.

Entrepreneurship Practicum
PRAC 3000 / 6 credits / 180 class hours
This field-based course gives students the opportunity to work with entrepreneurs identified by the academic director. The practicum can be completed in Kampala or other areas of Uganda with organizations engaged in a broad spectrum of entrepreneurial activities and small businesses. Students share their progress, challenges, and experiences with each other and faculty mentors in order to become more effective consultants. Students are required to submit a final report as part of the course.

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

Post-Conflict Transformation

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

Coursework

Post-Conflict Transformation Seminar
PEAC 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The seminar explores the contextual and contemporary circumstances surrounding conflict as well as issues of national and ethnic identity, internally displaced people (IDP), and refugees. Students analyze institutional and cultural processes of peace restoration and community building. Lecturers are drawn from institutions such as Gulu University, Makerere University, the National Unity and Reconciliation Commission, and the International Criminal Tribunal for Rwanda.

Seminar topics typically include:
Sociopolitical History of Conflicts in Uganda and Rwanda
The colonial legacy and the origins of conflict in Uganda; the political dimension of the conflict in northern Uganda; pre-genocide identity politics; post-genocide politics in Rwanda; post–conflict/ genocide state building in Uganda and Rwanda.

Lake Victoria Basin Conflict Dynamics
International dimensions of conflict in Uganda and Rwanda; group and ethnic identity as causes of conflict; displaced persons and refugees; resettlement and relocation due to conflict; economic and social impacts of large-scale conflicts; local and international media coverage and global understanding.

Conflict Resolution and Prevention
Root causes and warning signs of conflicts; stages of conflict and genocide; the role of the International Criminal Court and international tribunals; justice at local and national levels; forgiveness and reconciliation in post-conflict/genocide Uganda and Rwanda; reintegration of former child soldiers in Uganda; post–conflict education and training programs; conflict memories, memorials, and outreach programs.

Educational Excursions
The program includes field visits to IDP and refugee camps, museums, sites of collective memory, genocide memorials, and organizations working in the areas of community building and transitional justice. The program’s excursion to Rwanda gives students the opportunity to study post-genocide restoration and peacebuilding in a comparative context and to learn about post-conflict transformation in the broader Great Lakes region.

Intensive Language Study: Acholi
ACHO 1000 / 3 credits / 45 class hours
Emphasis on introductory speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestay.

Field Study Seminar
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; methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; identifying contacts and resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal. Given the emotional impact of the program and the effects this may have on students, the course devotes additional time to psychological orientation and extended debriefing to process site visits and field experiences.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Gulu or another approved location in Uganda appropriate to the project. Sample topic areas: migration in northern Uganda; peace camp curriculum; national holidays and celebrations as markers of identity development; local perspectives on peace negotiations; print and radio coverage of conflict in Uganda; traditional political structures; economic dimensions of conflict; traditional justice systems; challenges of post-conflict reconstruction; gender and conflict; the politics of conflict memory; counseling and psychosocial support in post-conflict environments.

If students so choose, and with approval from the academic director, they may design their projects as a practicum or service learning project with a community organization or NGO. Sample internship sites include: Human Rights Focus; Caritas; Concerned Parents Association; St. Mary Hospital Lator; Invisible Children; the Acholi Cultural Institution (Ker Kwaro).

Credits 16
Program Base Gulu
Language Study Acholi
Homestay Gulu, 6 weeks
Other Accommodations Hostels, guest houses, or small hotels
Independent Study Project 4 weeks
Prerequisites Although there are no prerequisites, students should have an understanding of issues related to conflict theories and exhibit the sensitivity and psychological as well as emotional maturity required to deal with these difficult and intense subjects. Dealing with conflict/genocide and its aftermath, not only through lectures but also through field trips, can at times be upsetting and difficult to experience. An interview may be required prior to acceptance.

Residents at Uganda’s Nakivale Refugee Camp meet for the morning call to prayer.
North Africa and the Middle East

“The design of the program allows students to overcome the academic distance between the student and the local culture that traditionally exists in many study abroad programs.”

COLLEEN McNAMARA  
University of North Carolina—Chapel Hill  
Tunisia: Emerging Identities in North Africa

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View of the Nizwa souk during an excursion on the Oman: Political Culture and Economic Development in the Gulf program.
Modernization and Social Change

Examine critical issues in the Hashemite Kingdom of Jordan, a moderate Arab state confronting political responsibilities, social change, and the effects of regional conflict.

Coursework

Modernization and Social Change Seminar
MDES 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the major national and international forces shaping contemporary Jordan, including the rapid transformation of land and technology, shifting identities and gender roles, economic and social development practices and regulations, immigration, youth, media, and religion. Lecturers are drawn from institutions including the University of Jordan, Yarmouk University, the Ministry of Social Development, and the Ministry of Political Development.

Seminar topics typically include:

- Jordan in Transition: History, Politics, Culture, Identity
  - British colonial influence; tribal role in politics;
  - monarchy and modernization; Islamic principles;
  - urban social mores; media and press freedom;
  - wasta (social connections); immigrant workers;
  - the role of minority groups in government.

- Palestine and Middle East Politics
  - Peace and conflict in the Middle East; Jordan and Palestine—common histories; Palestinian refugees; Jordan’s relations with other Arab states; Iraqi refugees in Jordan; youth panel on politics in the Middle East.

- Political Islam
  - Islamic parties and democratic participation;
  - revival of Islam; Islam and modernity; women in Islam; the future of Islamist movements in the Middle East.

- Gender Issues
  - Women’s role in politics; women’s economic participation; honor crimes; violence against women; gendered spaces; Islamic interpretations of gender; feminism in the Middle East; Jordanian families; family planning and women’s health; gender-related development issues.

- Approaches to Development
  - Structure and transformations of the Jordanian economy; nongovernmental organizations and social development; development, ecology, and environmental policy in Jordan; poverty in urban and rural areas; technology and modernization; ecotourism; private enterprise and government regulations; Qualified Industrial Zones in Jordan.

Educational Excursions
The program includes excursions within Jordan to explore the country’s ancient heritage and contemporary cultures. Visits to the DANA Nature Reserve, Wadi Rum, and Petra reveal the effects of social change on local communities. A longer excursion to Egypt, conditions permitting, provides opportunities for regional cultural, political, and economic comparisons.

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. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. There is further language practice in homestays and field visits. A component on Jordanian Colloquial Arabic is also part of the course.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 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 Amman or another approved location in Jordan appropriate to the project. Sample topic areas: political power of tribes; social change through modern art; the Christian population in Amman; nationalism in Jordan; women’s participation in Jordanian civil society; Islam and state discourses on development; nongovernmental organization and donor interaction in Jordan; freedom of expression in the Jordanian press; relationships among Jordanian youth.

“Between the homestay, superior instructors, and overall experience, SIT Study Abroad showed itself to be on the top of its field.”

STEVEN BLACK, Wheaton College
Morocco

Migration and Transnational Identity

Explore the complex effects of human mobility on local communities, global politics, and transnational economies.

Coursework

Migration and Transnational Identity Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course addresses core issues pertaining to migration in relation to the Mediterranean space, local and global cultural politics, and development policies, as well as the implications of migration on national economies, local communities, and human rights. Lecturers are drawn from the Research Group on Migration and Culture at the University Mohammed V in Rabat, The UNESCO Chair on Migration in Morocco, Ibn Tofail University in Kenitra, The Institute for African Studies, and local and international NGOs based in Rabat and in northern Morocco.

The seminar is composed of required modules and electives. Required modules are as follows: migration and cultural dynamics; migration and the Mediterranean space; migration and human rights; and migration and development. Topics in the required modules include:

- Migration in Islam; migration and travel; mobility, transnationality, and border identities; sub-Saharan immigrants and human rights; illegal migration or forced migration; migration and race; testimonial narratives of sub-Saharan migrants; the Mediterranean migration, and security; EU policy and migration; EU-Moroccan partnership and migration management; the Barcelona Process; underage migrants; desertification, poverty, and migration; rural development and migration; migrant remittances and development; poverty and development; Moroccan residents abroad and local development; migration and urban development; art and nomadism; sub-Saharan artists in Morocco; Moroccan diasporic cinema; migration and media.

Additionally, students can choose from a set of electives typically designed around the themes of gender, religion, ethnicity, social movements, film, environment and health, and multilingualism. Each elective includes a field study session designed to teach students how to conduct field research on the module’s theme in Morocco.

Educational Excursions
The program includes three major excursions: Khouribga, Beni Mellal, and Lafqif ben Saleh; northern Morocco, including Chefchaouen, M'diq, and Tangier; and an excursion to Amsterdam and Rotterdam in the Netherlands. Each excursion focuses on a different aspect of migration and is designed to help contextualize the debate on migration in relation to global politics and policymaking, development, and Moroccan society and culture.

Intensive Language Study: Arabic
ARAB 1000-3000 / 6 credits / 90 class hours
The course is designed to equip students with a proficiency level in spoken Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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; field assignments with local association and government agencies working in the areas of migration, development, and human rights; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Students choose between a two-week internship with an organization working in the area of migration and building their Independent Study Project (ISP) on this internship experience, or designing an ISP on their own. Sample topic areas: youth and emigration; causes and consequences of clandestine migration; sub-Saharan immigrants and their integration in Moroccan society; European immigration laws and their impact on migration trends in Morocco; circular labor migration and women; migration and its impact on those who stay behind; migrant remittances and local development; life narratives of migrants; migrant images in Moroccan media.

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

Multiculturalism and Human Rights

Examine Islam as a system of thought, Morocco’s political system and monarchy, and the country’s place in the Middle East as well as in African, Berber, and Arab cultures.

Coursework

Multiculturalism and Human Rights Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine 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 Consultative Council for Human Rights, the Royal Institute for Amazighi 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, Boujeddour Development Durable, and Eauglobe.

Seminar topics typically include:

Culture and Society
Political and aesthetic views in daily life; musical traditions and current preferences; Moroccan educational system; dynamics of multilingualism; political actions of civil society; Berber and Arab culture; social issues; class interactions; Moroccan artisanal crafts; Moroccan folklore.

Politics and Human Rights
History of Morocco; the monarchy and modernization; Morocco’s role in the Middle East and Africa; Morocco-US relations; role of social movements and civil society in Morocco’s democratization process; current political challenges; human rights issues; economic globalization; media and politics; the Sahara question; dynamic between Islamic and French law.

Religion
Role of Islam in contemporary politics and daily life; secular and religious interpretations of Islam; Sufi revivals; Jihad and political Islam; extremism and terrorism; role of religious scholars; religious brotherhoods; religious spaces; Moroccan Judaism; women and Islam.

Gender Issues
Women’s roles in contemporary Morocco; conditions of women in rural and urban Morocco; shikhats (female performers); female space; Moroccan feminism; the Family Code (Moudawana); women in politics.

Educational Excursions
The program features excursions to the imperial cities of Mékénès, Volubilis, and Fès; the Middle Atlas, the Southern Palm Tree Valleys, the Erg and Hmada Deserts, the High Atlas, Marrakech, and Essaouira; Casablanca; and visits to universities and nongovernmental organizations 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 or intermediate classes, with further language practice of spoken Moroccan Arabic (danaj) in homestays, lectures, and field visits. An introduction to Berber, the Moroccan Arabic dialect, and Arabic calligraphy are also part of the course.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Rabat or in another approved location appropriate to the project in Morocco. Sample topic areas: Islam in daily life; Moroccan music and architecture; cultural importance of cooking; informal economy; rural development projects; multilingualism; political pluralism; nongovernmental organizations in Morocco; rural schooling; HIV/AIDS in Morocco; adoption in Islam; Moroccan traditional dress; social organization among tanners; rural development; the Sahara question; Moroccan views of the outside world.

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

Political Culture and Economic Development in the Gulf

Explore social and economic development, political reform, regional politics, and religious traditions in the Persian Gulf. Students choose between two thematic concentrations.

Coursework

Students on this program choose to focus on political culture or economic development and energy. While this affects the choice of thematic seminar, all other program components remain the same.

Political Culture and Development Seminar
MDES 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the complex roots of Omani political culture and their effects on concepts of governance, state-society relations, and the path of development in Oman. Lecturers include faculty from Sultan Qaboos University; government officials such as members of the Majlis Al-Shura (Parliament), the Council for Scientific Research, the Ministry of Religious Affairs, and the Ministry of Legal Affairs; and high-ranking experts from the private sector, including law firms, oil companies, and consultant companies.

Seminar topics typically include:
- Omani Culture and History
  Contemporary Omani society; religious and sectarian traditions including Ibadhism; women and social participation; East African influences; the Bedouin; post-1970 history; multilingualism; Omani foreign policy; geostrategic realities of the region; Oman's national narrative.
- Political and Social Development
  Political institutions and tribes; the legislative process and participation; women's empowerment; economic growth; roles of public/private sector enterprises; tourism development; environmental and water management; Vision 2020; oil as a geostrategic resource; workforce nationalization; migration issues; the media and press freedom.

OR

Economic Development, Energy, and Diversification in the Gulf Seminar
ECON 3000 / 4 credits / 60 hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the current economic environment, energy policies, and sociopolitical situation of the Persian Gulf, with a particular focus on the Sultanate of Oman. Lecturers are drawn from institutions such as the Omani Center for Investment Promotion and Export Development (OCIPED), the Muscat Securities Market, Qatar University, and the American University of Sharjah’s Department of Business and Economics.

Seminar topics typically include:
- Omani Culture and History
  Refer to Omani Culture and History topics at left.
- Economic Development, Energy, and Diversification in the Gulf
  SME incubators: regulatory reform and promotion of agriculture and fisheries: development and diversification plans; the creation of upstream and downstream industries; the Muscat Stock Exchange and the Central Bank of Oman’s policies.
- Educational Excursions (both concentrations)
  All students undertake excursions to sites in Muscat, the interior, and either the Shargiya or Dhofar regions, including the ancient capital, Nizwa. A longer excursion to Qatar and the United Arab Emirates, conditions permitting, provides a cultural, economic, and political comparison of three Gulf states, and includes a visit to the headquarters of Al Jazeera in Doha and attendance at a regional conference, when possible, as well as visits to several universities in the region.

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-based instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. Students who test higher than the courses on offer that semester will pursue Guided Self Instruction. An introduction to Omani Colloquial Arabic is included in the course.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. As an introduction to the Independent Study Project (ISP), topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing; gathering, organizing, and communicating data.

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

Sample Political Culture ISP topics include:
- new media in Oman; language and identity in Oman's Swahili community; Omani women's associations; Omanization and local development programs; campaign tactics in the Majlis al-Shura.

Sample Economic Development and Energy ISP topics include:
- corporate culture and its adaptation to local culture; implications of the Oman-US Free Trade Agreement; impact of tourism development on local communities; effects of privatization on the telecommunications sector; implementation of workforce nationalization policies.

Students focused on economic development may have the option of completing an alternative ISP project, such as interning with a local organization and completing a written evaluation of the experience, circumstances permitting.

Credits 16
Program Base Muscat
Language Study Arabic
Homestay Muscat, 6 weeks
Rural Visit Nizwa, 9 days (includes collaboration with peers at local colleges)
Other Accommodations Hotels and one desert camp
Independent Study Project 4 weeks
Prerequisites None

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

Emerging Identities in North Africa

Examine contemporary social movements and identity formation in Tunisia and North Africa. Study how modernization, global dynamics, and history meet, interact, and impact everyday life in this modern Muslim country.

Coursework

Emerging Identities in North Africa Seminar
MDES 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the intersections among Western-style capitalism, increased globalization, and the social, economic, and political development of Tunisia. Lecturers are academics from Tunis University and members of civil society.

Seminar topics typically include:
- *Tunisian Culture and Society*
  Contemporary Tunisian society; history and colonial legacies; development of the modern Tunisian state; the Maghreb Union (UMA); multilingualism; women’s rights; secularism versus Islam; Arab nationalism; the impact of mass tourism on local culture.
- *Mass Media and Popular Culture*
  Shared Arab identity; the Al-Jazeera phenomen; and North African audiences; stereotypical representations of the West in the Arab press; Star Wars in Tunisia; media censorship and the public sphere; Islam online; sports and politics.
- *Youth and Identity Issues*
  Unemployment and youth discontent; youth and Islam; traditional family roles; alienation versus integration; changing family dynamics; technology and blogging; youth activism and political participation; consumerism; urbanization and the hittistes; hip-hop culture and social expression; youth and emigration; gender perception in the public sphere.
- *Social Movements and Identity in North Africa*
  Islamist movements in North Africa; the rise of the FIS (Front Islamique de Salut) in Algeria; feminist movements in Tunisia and Morocco; human rights movements in North Africa; identity and social change in Libya; ethnicity and national identity in the Maghreb; cultural mutations in Maghreb societies.
- *Educational Excursions*
  Two-weeklong excursions take students to the southern regions of Tunisia, including Matmata, Djerba, Tozeur, and Kairawan as well as to the northern Mediterranean coast. Excursions highlight Tunisia’s place at the crossroads of many civilizations, including Phoenician, Roman, Berber, Arab, Turkish, and European. In addition to these longer excursions, several short field trips are planned within Tunis and the Cape Bon region, including Nabeul, the ceramics capital of the country, and Hammamet, a popular holiday resort, where students observe firsthand the impact of mass tourism on traditional lifestyles.

Intensive Language Study: Arabic
ARAB 1000–3000 / 4 credits / 60 class hours
Students have the option to study either Modern Standard Arabic or Tunisian Dialect. The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction. Students are placed in beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. The Tunisian Arabic course emphasizes daily communication, with reinforcement in homestays and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 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 Tunis or in another approved location appropriate to the project. Sample topic areas: role of the hijab (veil) in contemporary Tunisian society; political cartoons; identity formation through Islamic education; Arab views on national press; gender and news bias; governance and youth empowerment; Bluetooth and dating; Arab reality TV; the novel as a means of cultural expression; malls and social change; homosexuality in Islam.

Credits 16
Program Base Sidi Bou Said, on the outskirts of Tunis
Language Study Arabic
Homestay Greater Tunis, 7 weeks
Other Accommodations Hostels, research institutes, or small hotels
Independent Study Project 4 weeks
Prerequisites There are no prerequisites; however, students with a background in French will find ample opportunity for French language practice while also learning Arabic.

“My experience in Tunisia with SIT was one of the most rewarding experiences of my life. The academic content was tremendously enriching, and I expanded myself greatly intellectually. The program is very well thought out.”

LINDSAY NOVIS, Fordham University

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/TNC
“The learning approach, experience from my research, language instruction, field visits, and techniques learned on SIT really enhanced my research undertaken on the Fulbright program.”

TYLER McMAHON, Colorado College
Nepal: Development and Social Change

Students attending a field lecture in a flooded forest of Tram Chim National Park as part of the Viet Nam/Cambodia: Ecology and Community-based Natural Resource Management program.
Australia

Rainforest, Reef, and Cultural Ecology

Examine the ecological and cultural patterns, processes, and dynamics of Australia’s two most diverse environments—the Wet Tropics Bioregion and the Great Barrier Reef.

Coursework

Rainforest, Reef, and Cultural Ecology Seminar
ENVI 3000 / 6 credits / 90 class hours
An interdisciplinary course with lectures, discussions, required readings, and relevant educational excursions. The course aims to develop students’ knowledge and appreciation of the species- and systems-level ecological patterns, processes, and human influences affecting the Wet Tropics and Great Barrier Reef bioregions. Resources utilized in the delivery of course content may include the Lizard Island Research Station, Wet Tropics Management Authority, and Aboriginal elders.

Seminar topics typically include:

Marine Ecology
The evolution and geomorphology of the Great Barrier Reef; biology and ecology of coral reef invertebrates, reef fishes, and nearshore environments; relationships among fishing, tourism, the economy, and the conservation of coral reef environments.

Rainforest Ecology
Ecology and evolution of Australian rainforests from Gondwana to the present; plant-animal adaptation and interactions; speciation processes and biogeography of the Wet Tropics; structural classification of rainforest systems; landscape ecology and conservation biology; application of ecological principles to rainforest conservation; role of ecology in conservation issues, organization, and activism.

Aboriginal Conceptions of the Natural Environment
Aboriginal worldview and perceptions of land and the environment; land rights and the role of traditional ecological knowledge in sustainable management of protected areas in north Queensland; traditional lifestyles and contemporary challenges; ethnobotany; non-indigenous perceptions of contemporary Aboriginal issues; Aboriginal cultural survival.

Conservation Biology and Environmental Philosophy
Environmental values; conservation ethics; traditional and contemporary human involvement with nature; conservation politics; history of the environmental movement; nature conservation strategies; economics and utilitarianism in conservation debates.

Educational Excursions
The program includes extensive field excursions to a wide array of ecologically significant sites in the Great Barrier Reef and Wet Tropics World Heritage areas, as well as in the Outback. Field excursions to marine, coastal, and upland habitats emphasize a synthetic approach to observing the influence of biophysical factors on both natural and human-dominated systems. In addition to investigating the biodiversity of the rainforest and reef, students explore cultural considerations and perspectives of Aboriginal traditional owners during course excursions.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data. Students will develop the capacity for critical understanding and evaluation of program-related environmental issues. The seminar is a springboard for the Independent Study Project, which includes consideration of field study ethics and the World Learning/SIT Human Subjects Review Policy. Field study topics include designing and implementing reef and rainforest research projects; writing a research proposal; interviewing; surveying; maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population analysis; animal behavior; climatic analysis; remote sensing.

Credits 16
Program Base Cairns
Homestay Cairns, 2 weeks
Other Accommodations Hostels, small hotels, and campsites
Independent Study Project 5 weeks
Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT.

Independent Study Project
ISPR 3000 / 6 credits / 180 class hours
Conducted in an approved location appropriate to the project. Sample topic areas: the feeding behavior of the platypus; recovery of coral deposits from temperature-induced stress; feeding ecology of coral reef fishes; integrated catchment management; reforestation corridors as habitat; conservation issues affecting koalas and Tasmanian devils; wet sclerophyll fire regimes; environmental education; effects of education on public perceptions of flying foxes; acoustic conditioning of coral reef fishes.

Students visit the Great Barrier Reef on a 10-day excursion to Lizard Island Research Station.
Australia

Sustainability and Environmental Action

Acquire methods, tools, and different perspectives on how to make our societies more sustainable.

Coursework

Sustainability and Environmental Action Seminar
ENVI 3000 / 8 credits / 120 class hours
An interdisciplinary course with required readings and relevant educational excursions focusing on an analysis of efforts to pursue sustainability in Australia. Lecturers include the leaders of prominent conservation organizations, professionals from a wide range of disciplines who are leaders in introducing the concepts of sustainability in their fields, and Aboriginal elders who share their cultural understanding of what it means to live sustainably. Seminar topics typically include:

The Natural Environment
Climate, geology, soils, geomorphology, and ecosystems of Australia and selected regions; coastal processes; ecological processes and biodiversity; environmental limits on development; ecological history of Australia and its peoples.

Environmental Philosophy and Ethics
Environmental paradigms; ethics; history of the environmental movement; social justice and the environment; the nature of social change; sense of place.

Aboriginal Relationships to the Land
Indigenous ecological knowledge; Aboriginal worldview; traditional and contemporary Aboriginal environmental management; Aboriginal impact on the environment.

Sustainability
Climate change; arithmetic of population growth and resource use; environmental decision making; sustainable agriculture and permaculture; sustainable building design; sustainable energy; forestry; tourism; waste management; nature conservation and park management.

Social Change and Environmental Action
Theories of social change and social marketing; history of social change and environmental action; campaigns by vested interests to prevent social change; analysis of past environmental campaigns; designing successful environmental campaigns.

Educational Excursions
Much of the teaching and learning on this program occurs in the field, and excursions are totally integrated with other elements. The major field excursion is to the beautiful and sparsely populated island-state of Tasmania, where students spend a week studying sustainability issues related to forestry, hydroelectricity, tourism, and protected areas in addition to studying the history of the conservation movement. On this excursion the group spends an additional four days in Melbourne and Sydney, the two largest cities in Australia, studying examples of urban sustainability.

The other main excursion is a four-day camping trip in Northern New South Wales, where students camp with Aboriginal elders and develop a deeper knowledge of Aboriginal cultures and bush skills.

There are also a number of one-day field excursions around Byron Bay and Lismore, which examine the natural environment, sustainable house design, eco-communities, organic farming, permaculture, and renewable energy technologies. In each location visited, students are introduced to the area’s climate, geology, geomorphology, soils, and flora and fauna, as well as its human history and culture, in order to instill a sense of place and provide a basis for understanding the unique management issues of each region.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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; content analysis; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 6 credits / 180 class hours
Conducted in northern New South Wales or in another approved location appropriate to the project. Sample topic areas: the effect of dolphin feeding on environmental perceptions of tourists; creating a work of art to promote awareness of forest dieback; an analysis of sustainability initiatives at Australian airports; creating effective urban community gardens; the effect of human disturbance on endangered fauna; a feasibility study for the introduction of solar energy at an Australian university; why farmers choose to convert to organic agriculture; the role of art in promoting sustainability; conceptions of wilderness in Tasmania; an analysis of the reporting of solar power initiatives in Australian newspapers. Alternatively, students can undertake an internship with an appropriate organization.

“I have become inspired to take action to help protect the Earth and have acquired the tools to do so. I don’t think it is possible to go through this program and not have the desire to take action and make changes.”

KERSTIN JOHANSSON
University of Colorado—Boulder

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

Chinese Culture and Ethnic Minorities

Explore China's extraordinary cultural diversity in Yunnan Province, one of the world's most anthropologically and ecologically diverse locations, with the option to earn up to 10 language credits in Chinese.

Coursework

Chinese Culture and Ethnic Minorities Seminar
ASI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine China’s cultural complexity and the important social, historical, and cultural factors shaping and sustaining China's minority communities. Lecturers are drawn from institutions such as Yunnan Nationalities University, The Yunnan Arts Institute, The Yunnan Traditional Medicine Hospital, and the Lijiang Dongba Cultural Research Institute.

Seminar topics typically include:

Social Issues and Humanities
Regions, provinces, and autonomous regions of China; environmental systems management; recent economic reforms; the relationship between state and free-market economies; traditional Chinese medicine; taiji; social structures of daily life; women in the workplace; calligraphy, painting, and musical traditions; function and heritage of architecture in traditional Chinese cultures; China's reproductive policy; HIV/AIDS prevention in Yunnan; Beijing opera.

Minority Issues
Origins and classification of China's ethnic minorities; government policies regarding minority nationalities; education and assimilation; oral and literary traditions; customs and indigenous spiritual practices; shamanistic heritage of the Naxi; reemergence of Dongba culture; matrilineal systems among the Moso; women's issues among China's minorities; influences of Bai and Tibetan culture in northwestern Yunnan; representation of China's “peripheral peoples.”

History and Religions
China's entry into the modern era and the development of the People’s Republic; political trends in modern China; Chinese foreign policy; China's “open door” policy; influence of religion on Chinese culture; traditional religious systems of Yunnan's minority nationalities; Confucianism; religious heritage of Daoism, Buddhism, Islam, and Christianity in Chinese society, past and present.

Educational Excursions
Students are assigned a one-week Yunnan Exploration Project, an empowering experience in negotiating travel to selected areas of Yunnan in small groups.

The program also includes a two-week excursion to different minority regions, including the Bai areas of Dali and Shaxi, the Naxi ancient town of Lijiang, the Tibetan areas of northwestern Yunnan, and other seldom-visited remote minority communities.

Intensive Language Study: Mandarin
CHIN 1000–3000 / 6 credits / 90 class hours
Emphasis on speaking and comprehension skills, as well as reading and writing, through classroom learning, field instruction, and homework. Based on in-country evaluation, students are placed in a wide variety of language levels in small groups according to individual proficiency levels. Language instructors are certified in teaching Chinese as a foreign language and use a variety of interactive communication-based language teaching techniques. An additional four language credits are available by pursuing further intensive language in lieu of the Independent Study Project.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 Yunnan Province or in another approved location appropriate to the project. Sample topic areas: social customs of minority groups; evolution of the free-market system; philosophy and practice of taiji; investigation of family and religious practices of the Hui; Naxi Dongba shamans; textiles and handicrafts of the Miao (Hmong); the structure of the extended family in the context of family planning; domestic tourism and its impact on Dali and Lijiang; the role of civil society in environmental management; calligraphy and brushwork. Students may pursue one month of additional language study in lieu of the Independent Study Project.

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

Credits 16
Program Base Kunming
Language Study Mandarin
Homestay Kunming, 2 weeks
Rural Visit/Homestay Shaxi, 4–5 days
Other Accommodations Hostels, educational institutions, or small hotels
Independent Study Project 4 weeks
Prerequisites None

Excursions include visits to the Naxi ancient town of Lijiang.
India

Executive Rights Seminar

Explore the links between public health and human rights, with a focus on women, children, tribal, and other marginalized and vulnerable populations in India.

Coursework

Health and Human Rights Seminar

ASIA 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students consider specific case studies that illuminate the problems, prospects, and potential methods of promoting health. Advocacy efforts for health and human rights on national and international levels are also examined, including relevant international declarations. Lectures include nationally prominent academics and experts in the fields of health and human rights.

Seminar topics typically include:

- Introduction to India and its Health Care Systems
  - Introduction to a general understanding of India; the public health care system in India; health financing; health planning and management.

- Traditional and Modern Health Care Systems
  - Traditional (Ayurved, Amchi, Unani, and Siddha) and modern (allopathic) medical systems; health tourism; privatization of medical education.

- Health Care Issues
  - Malnourishment and other severe threats to health care; mental health: issues and challenges; social determinants of health; major disease challenges: tuberculosis (TB), malaria, and polio; reproductive health and HIV/AIDS; chronic disorders.

- Health and Social Justice
  - International principles of public health and human rights; access to health care; health equity and disability; debates over health policies from advocacy perspectives; public health environmental issues; impact of globalization on public health.

Health Care Issues

- Malnourishment and other severe threats to health care; mental health: issues and challenges; social determinants of health; major disease challenges: tuberculosis (TB), malaria, and polio; reproductive health and HIV/AIDS; chronic disorders.

Field Study Seminar

ANTH 3500 / 2 credits / 30 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal. The Field Study Seminar will examine public health indicators and help students understand why some indicators are selected or important.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in North India or in another appropriate location. Sample topic areas: international, national, and regional responses to epidemics and pandemics; health equity and disability; major public health challenges of diseases such as TB, malaria, and polio; access to reproductive and children’s health; health financing; impact of globalization on public health; health planning and management; privatization of medical education.

Credits 16

Program Base New Delhi

Language Study Hindi

Homestay New Delhi, 6 weeks

Rural Visit/Homestay Remote villages of the Udaipur district in Rajasthan/Jamkhed in Maharashtra, one week (optional)

Other Accommodations NGO guest houses, hostels, educational institutions, or small hotels

Independent Study Project 4 weeks

Prerequisites None
Explore the living legacy of an ancient civilization through its arts.

Coursework

**National Identity and the Arts Seminar**

ASIA 3000 / 6 credits / 90 class hours

In this program students examine the visual and performing arts of India (including the history of architecture, painting, sculpture, printmaking, film, dance, music, and drama) in the context of religion, politics, and identity. Rather than focusing on studio arts, the program offers students the opportunity to consider India’s vast historical tradition through the perspective of its arts. Conducted in English, lectures are given by scholars from institutions such as the School of Arts and Aesthetics at Jawaharlal Nehru University, Jamia Millia Islamia, and Delhi University.

Seminar topics typically include:

**Indian Culture and Society**

Students consider the long trajectory of India’s 5,000 years of history and study social and political issues such as social customs, caste hierarchies, communal differences, and diverse religious traditions and practice.

**Indian Arts**

Students consider pertinent issues in Indian art history, including the historical development of Indian national identity in the arts; the classical painting traditions; temple arts and architecture; instrumental and vocal music; classical dance and decorative arts; Indian cinema and theater; restoration and cultural heritage; “street arts,” such as magic, snake charming, and fire juggling; and traditional sports, including polo and kite fighting.

**Educational Excursions**

In the vibrant cultural environment of Delhi, the program includes visits to historical sites, museums, recitals, and film festivals, as well as music, dance, and drama performances. Students also take excursions to Gwalior, Datia, Khajuraho, Orchha, and in the spring semester, to Bandhavgarh, a tiger sanctuary and site of a tenth-century fort in Madhya Pradesh. In alternate semesters the program travels to Orissa or Kolkata as the major excursion. In addition, a short workshop excursion allows students to choose among several possible study location options: archaeological site assessment at Ajanta and Ellora, miniature painting in Jaipur, classical music in Varanasi, or terra-cotta plaque making at Molela.

**Intensive Language Study: Hindi**

HIND 1000–3000 / 4 credits / 60 class hours

Emphasis is on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

**Field Study Seminar**

ANTH 3500 / 2 credits / 30 class hours

This course focuses on cross-cultural learning and developing field studies skills. It provides a framework for 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 an approved location appropriate to the project and the program. Independent Study Projects should be relevant to the theme of the program. Sample topic areas include: the challenges of historical preservation in a developing society; Hanuman and traditional wrestling; modern Indian cinema; a survey of Orissan temples; the colonial architectural legacy of New Delhi; preservation of the Kashmir shawl; Sufi music and poetry; a painting survey of the Buddhist pilgrimage route; polo and Rajput horse culture; conservation of the tomb of Akbar; culinary culture in New Delhi; seventeenth-century water systems of the Agra Red Fort.
India

Sustainable Development and Social Change Seminar
ASIA 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine current socioeconomic development trends in India, specifically in the state of Rajasthan, in the context of “Indian culture” as understood from both anthropological and contemporary Indian sociopolitical perspectives. Lecturers include internationally respected local scholars, social activists, high-level federal and state government officials, and contemporary public intellectuals.

Seminar topics typically include:
Introduction to History and Culture of North India
Feudalism and the subaltern; the Hindu cultural matrix; Orientalism and beyond; colonialism and the British Raj; the politics of 1947 independence; Gandhi, Nehru, and India: from ahimsa to Emergency; women: power, politics, and poverty; religious fundamentalism and communalism in India; nationalism, pluralism, and globalization in India today.

Capacity Building, Resource Use, and Social and Economic Change
Economic development theories and India’s structural adjustment; planning, policy, and government; rural enterprise and land reform; women’s microcredit initiatives; Indian identity, multinationals, and the Indian Diaspora; historic preservation; education and public health, social entrepreneurship, and civil society; ecotourism; the Indian family in transition.

Educational Excursions
This program includes lecture visits to nongovernmental organizations, academic and research institutes, and historic and cultural sites in North India, such as Lucknow and Varanasi, as well as visits to various sites in Rajasthan such as Jodhpur, Bikaner, the rural agricultural village of Ooghna, and the Ranthambore Tiger Reserve.

Intensive Language Study: Hindi
HIND 1000–3000 / 4 credits / 60 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location in North India. Sample topic areas: renewable energy as a means to community development; assessing the ability of primary government education to promote social mobility in Uttarakhand; combating modern slavery: the empowerment of sex-trafficking survivors and at-risk youth in India; national rural health mission: a response to rural health care in India; “Mangra”: exploring the organization and environmental education curriculum in a village equipped for sustainable development; theater for social change; traditional women’s crafts and the modern market; Indian wildlife conservation and international nongovernmental organization involvement; irrigation and water management issues; call centers as the job of the educated future; microfinance and women’s empowerment; a comparison of traditional and mass production of Indian textiles.

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

“The experiences I had conversing with NGO leaders, rural hospital employees, civilians, and SIT staff have helped me establish a stronger understanding of the collaborative efforts involved in sustainable development and have helped shape my ambitions and career goals. I will never forget the staff’s constant support and encouragement.”

NICKY MEHTANI, Rice University
Indonesia

Arts, Religion, and Social Change

Explore the evolving relationships among religion, fine arts, performing arts, and social organization in contemporary Indonesia.

Coursework

Arts, Religion, and Social Change Seminar
ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students explore the dynamic ways in which Javanese and Balinese identities, religious practices, and traditional arts are changing, especially in urban settings. Attendance at evening and weekend events is sometimes required.

Seminar topics typically include:

Religious Studies
During the program period in Java, seminars focus on studies of six official religions recognized by the Indonesian government. Lectures are drawn from Sanata Dharma University and from Universitas Gadjah Mada, one of Indonesia's top universities. Lectures are integrated with field visits to Islamic religious schools (pesantren) and ancient monuments of cultural and religious significance such as Borobodur, the largest Buddhist monument in Southeast Asia, and Prambanan, the counterpart Hindu temple complex. Students also visit mosques, churches, and a village where Confucianism is the dominant religious practice.

Arts: Javanese and Balinese
Javanese and Balinese music; functions of dance in Java and Bali; shadow puppetry; traditional and contemporary painting; new performing arts forms; stratification of the Javanese and Balinese languages.

Cultural Anthropology
Main pillars of Islamic and Balinese religious philosophy; Balinese temple systems and sacred calendars; women and Islam; impacts of tourism on Javanese and Balinese culture; local healing systems; Javanese and Balinese family life.

History and Politics
History and traditions of Indonesia, with a special focus on Java and Bali; overview of Indonesian history; “civil Islam” and “regional autonomy” and their importance in contemporary social and political discourses.

Geography and Economics
Development policies of Indonesia; agricultural development in Bali; population trends and family planning; economic development.

Field Practicum
Students carry out fieldwork in partnership with local students from Universitas Gadjah Mada and Sanata Dharma University in Java and also with students from Udayana University. During a village visit, students work together to conduct interviews focused on the roles of religion and the arts in Javanese and Balinese society. Students may also receive instruction in a Javanese or Balinese craft or art form in preparation for a required written fieldwork report.

Educational Excursions
The program has recently expanded to include three weeks in Java, the most populous island in Indonesia. Java is the original home of tempe and batik textiles, the site of some of the most famous ancient temples of Southeast Asia, and also the home of the fascinating court arts of Java. Students visit historic and cultural sites, temple festivals, other religious rituals, performances, and local ceremonies in central Java and the Tabanan area; Denpasar, and Ubud areas of Bali. They also have homestays in Southern Bali, in a predominantly Hindu village of Bali, and in an Islamic community of the Bugis ethnolinguistic group in North Bali.

Intensive Language Study: Bahasa Indonesia
INDO 1000–3000 / 6 credits / 90 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are long-term members of the program staff and visiting lecturers from Universitas Gadjah Mada and Udayana University. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the process of learning across cultures and from field experience. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; field study ethics and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted at an approved location in Java, Bali, or other parts of the Indonesian archipelago appropriate to the project. Sample topic areas: the ritual significance of gamelan music and Balinese dance; painting in the Ramayana tradition; the representation of myth in public art; traditional healing arts and modern medicine; the export of Balinese culture via tourism; the aesthetics of religious traditions in Java and Bali; the roles of pesantren (religious schools) in Java; the role of women in contemporary Islamic communities of Java and Bali.

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

Nomadic Culture and Globalization

Examine efforts to balance open-door investment policies and protection for indigenous cultures in Mongolia, home to one of the only remaining pastoral cultures in the world.

Coursework

Nomadic Culture and Globalization Seminar

ASIA 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course examines the political, social, historical, and economic development forces shaping contemporary Mongolia in the context of the country’s recent emergence from relative isolation to greater integration with the global community. Lecturers are drawn from the National University of Mongolia and central and local governmental organizations, as well as international and local nongovernmental organizations (NGOs).

Seminar topics typically include:

Mongolian Life and Culture

History of the great khans; nationalist movements and the emergence of democracy; cultural perceptions of land use; cultural anthropology; beliefs and traditions of Buddhism, Islam, and shamanism; perspectives of newly emerging Christian communities; contemporary literature and art; musical traditions; cultural and physical geography; pastoral and nomadic livelihoods.

Development Issues

Contemporary political and economic debates on development policy; the heritage of collectivization policies; the tension between government planning and private enterprise; environmental challenges of natural resource development with a focus on the mining sector; land rights and ecological change in relation to nomadism; socio-economic change and urbanization; multinational partnerships and foreign aid; the role of NGOs in the development debate; tourism, foreign exchange, and cultural preservation.

Educational Excursions

The program includes lecture visits to important historical, religious, and natural sites in Mongolia that can be reached during the semester in order to complement the academic program and thematic seminar. Excursion locations typically include Erdenet, Mongolia’s third-largest city, Erdene Zuu Monastery—built on the ruins of Kharkhorin, the ancient Mongolian capital—Amarbayasgalant Monastery, and Khamryn Hiiid/Khamar Monastery. Students also participate in a ger (nomadic dwelling) camp stay. Some excursions include horseback riding. Please note that excursion locations can vary between the fall and spring semester, depending upon seasonal travel conditions.

Intensive Language Study: Mongolian

MONG 1000 / 4 credits / 60 class hours

Emphasis on introductory speaking and comprehension skills through classroom and field instruction. Classes are usually two to three hours long and are conducted by trained Mongolian language instructors. Before the program begins, students are required to acquaint themselves with the modern Cyrillic alphabet. Language training starts immediately after students arrive in country. Options are available for students with some background in the Mongolian language.

Field Study Seminar

ANTH 3500 / 2 credits / 30 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; working with an interpreter/translator; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in Mongolia appropriate to the project. Sample topic areas: nomadic organization in transition; the transition from nomadic herder to urban wage-seeker; cashmere trade and cultural interaction with China and Siberia; Buddhist debate and monastic education; Buddhist painting, sculpture, and architecture; revival of shamanism; symbols of collectivism and pastoralism in daily life; education policy since Soviet disintegration; the shaga/an tradition; traditional perceptions and modern practical use of Mongolian medicinal plants; prudent natural resource management and regional politics; the Mongolians of Kazakh descent and their place in modern Islam.

I chose the SIT Mongolia program because of its exciting and unorthodox take on abroad learning. I didn’t want to be in a modern city or at a university for my time in a different country. The itinerary of this program was ideal.

CHIMI LAMA, Smith College

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

Development and Social Change

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

Coursework

Development and Social Change Seminar
ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The seminar examines historical and contemporary Nepal, and the social, political, cultural, environmental, and economic forces—both internal and global—that have shaped and continue to define the country. Lecturers are drawn from academic institutions such as Tribhuvan University and the Fulbright Commission, as well as from nongovernmental organizations such as Ashoka and other international and local development agencies working in Nepal.

Seminar topics typically include:

**Nepali Life and Culture**
Caste, ethnicity, and nationhood; democracy and the monarchy; Nepal as a nation in transition; Hindu and Buddhist foundations; gender and identity; trafficking; sacred landscapes; traditional crafts; indigenous healing traditions; *janjati* people and the state; journalism and media; Nepal between the Asian giants.

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

**Educational Excursions**
Conditions permitting, students travel in small groups to various rural sites to explore local ethnic communities and to profile key development issues. The program visits many Kathmandu Valley UNESCO World Heritage monuments, such as Bhaktapur and Patan Durbar Square and Museum. Students also participate with local artisans in time-honored craft workshops and sometimes prepare a traditional feast with their homestay families. In some semesters, the program makes an excursion to Darjeeling and/or to the lowland tarai in Nepal.

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

**Intensive Language Study: Nepali**
NEPA 1000 / 6 credits / 90 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Classes are taught two and one-half hours daily. Instructors include those who have received Peace Corps training in language instruction. They use a variety of interactive, communication-based language-teaching techniques.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 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.

Learn about program alumna and Rice University student Salome Vanwoerden’s plans for implementing a photography and art therapy class for mental health patients at a Kathmandu hospital at www.sit.edu/NPR. During her Independent Study Project with SIT, Salome taught daily painting workshops for patients at the same clinic.

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

Examine Tibetan and Himalayan history and culture, Buddhism, and the pressing contemporary issues facing communities in exile, particularly in the case of Tibet.

Coursework

Tibetan and Himalayan Peoples Seminar
ASIA 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings, critical analysis papers, exams, and relevant educational excursions. The seminar examines the diversity of Himalayan peoples and societies, with special emphasis on the Tibetan experience and identity. High-altitude Himalayan cultures and the contemporary and historical religious, economic, and social linkages of these mountain communities provide the context within which issues of cultural preservation, religious revival, and sub-regional geopolitics are explored. Lecturers include prominent Tibetan scholars and Buddhist masters and reflect the rich diversity of academic resources in the Kathmandu Valley.

Seminar topics typically include:

History and Politics
Tibet: introduction to Tibetan history; twentieth-century occupation and exile; the CIA intervention in Tibet; present and future of the exile community; His Holiness the Dalai Lama and his Middle Way Approach; negotiations with China; Chinese perspectives on Tibet; human rights in Tibet.

Buddhism across the Himalayas
History and practices of Buddhism; monasticism; Tibetan scholastics; Tantra myth and realities; Newari and Theravada Buddhist traditions in Nepal; shamanism; religious tourism and pilgrimage; discovery and rediscovery of texts in the Tibetan Buddhist tradition; meditation and retreat.

Contemporary Tibetan Culture
Overview of women’s issues in exile; education in exile; the Tibetan dream of going to the West; nongovernmental organizations; monastic versus modern education.

Cultural Anthropology
Social structures in Tibetan exile communities and Tibet; polyandry in Tibet and other Himalayan regions.

Arts and Sciences
An introduction to Tibetan medicine and astrology; Tibetan thangka painting; symbolism and art in the Tibetan tradition; secular music of Tibet.

Educational Excursions
Program excursions are designed to enhance understanding of Tibetan cultural traditions in the Himalayas and the recent refugee and exile experience. Excursions vary from semester to semester but may include visiting Tibetan communities in Nepal (Pokhara or Solu Khumbu); Ladakh, Dharamsala, or Darjeeling in India; the Tibetan Autonomous Region or other Tibetan regions in the People’s Republic of China; and/or the Kingdom of Bhutan. High-altitude treks are usually included in the program to visit relatively isolated Tibetan rural communities in the mountains.

Intensive Language Study: Tibetan
TIBE 1000 / 4 credits / 60 class hours
The emphasis is on beginning oral and comprehension skills. Formal classroom instruction in Tibetan language is given daily during the program period in Kathmandu, and less formal instruction continues during excursion periods. Nepali language instruction is also available and optional, e.g., for students who wish to pursue Independent Study Projects in Nepal.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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; twentieth-century ethnography.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Tibetan and Himalayan communities in Nepal, in Dharamsala, India, or another approved location appropriate to the project. Sample topic areas: the politics of language and education in Tibetan communities; reflections from former political prisoners; traditional Tibetan medicine; the reemergence of the Bon tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; a case study of a traditional Buddhist college; nuns and Tibetan female mystics; migration and Tibetan exile settlements.

Credits 16
Program Base Kathmandu
Language Study Tibetan
Homestay Kathmandu, 6 weeks
Rural Visit/Homestay 2 to 4 weeks, depending on location
Other Accommodations Guest houses, hostels, educational institutions, and/or small hotels. The group may do some camping while on excursions and treks in the Himalayas.

Independent Study Project 4 weeks
Prerequisites None
Samoa

Pacific Communities and Social Change

Explore traditional society and social transition in Oceania.

Coursework

**Pacific Communities and Social Change Seminar**

PACI 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the impacts of Christianity, the shift from subsistence to a cash economy, migration patterns, globalization challenges, and development. Initial sessions at the University of Hawaii provide an overview of the region and an introduction to the challenges that Pacific peoples, including those in Hawaii, face today. Lectures and activities at the University of the South Pacific in Samoa and Suva, Fiji, and at the American Samoa Community College generally include the following topics:

**History and Politics**

Prehistory and settlement of Oceania; sovereignty issues in Hawaii; Christianity and its impact on Samoan culture and politics; traditional village organization; the changing matai system and clashes of traditional governance and the rule of law; human rights and democracy in Samoa; social, ethnic, and political issues in Fiji's post-coup culture; the role of migration and remittances in a globalized world; comparison of social change and development in Samoa, American Samoa, and Fiji.

**Geography and Political Economy**

Physical and human geography; environmental concerns in small island states; climate change and the threat of sea-level rise to Pacific island communities; sustainable development and governance; the shift from village-based subsistence agriculture to a cash economy; development and changing land use; indigenous business development; the development of sustainable tourism; the role of aid.

**Cultural Anthropology and Sociology**

Contemporary social life and traditional customs; archaeology; gender roles and social change; changing religious practices and traditions; impacts of globalization on social, political, and economic life; the role of education in preparing future generations to balance culture and social change.

**Arts and Humanities**

A look at traditional society and the contemporary Pacific through the eyes of Pacific poets, authors, and documentary filmmakers; traditional arts, crafts, music, and dance and their transformations; tattooing, tapa making, and weaving; contemporary visual art, tourist art, and the creation of new art forms and expression.

**Educational Excursions**

The program includes visits to cultural and historic sites on the island of Oahu, Hawaii; a village stay in rural 'Upolu and visits to places of interest around Apia in Samoa; a natural history excursion to the island of Savai'i to examine the diversity of Samoa's topography and ecology; and visits to American Samoa and Fiji for comparative analysis of Pacific communities and traditions in transition.

**Intensive Language Study: Samoan**

SAMO 1000 / 4 credits / 60 class hours

Acquisition of basic speaking and comprehension skills through classroom and field instruction emphasizing daily communication and interactions with homestay families in both Samoa and American Samoa.

**Field Study Seminar**

ANTH 3500 / 2 credits / 30 class hours

A course in the concepts of learning across cultures and from field experience to prepare for the Independent Study Project. Materials include cross-cultural adaptation and skills building; selecting and refining ISP topics; choosing appropriate fieldwork methodologies; developing contacts and finding resources; practicing observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; field study ethics and the World Learning/ SIT Human Subjects Review Policy.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Conducted in an area of Samoa appropriate to the project. Sample topic areas: sustainable agricultural practices and food security; the impact of social networking sites on Samoan youth; microfinance and the importance of social networks; the reality of poverty and hardship in Samoa; perspectives on and threats to religious freedom; human rights in Samoa; the role of coconut products in the Samoan economy; indigenous business development; brain drain as form of service to family; the development of a new urban center in Savai'i.

**Credits**

16

**Orientation Base**

East West Center, Honolulu, Hawaii

**Program Base**

University of the South Pacific—Alafua Campus, Apia

**Language Study**

Samoan

**Homestays**

'Upolu, 10 days; Fiji, 4 days; American Samoa, 4 days

**Other Accommodations**

Local university housing with Pacific Island housemates

**Independent Study Project**

4 weeks

**Prerequisites**

None

“SIT Samoa allowed me to see and interact with a community, a country, and a culture that I knew nothing about, but now love dearly. ... I made the decision to give back to the world community and join the Peace Corps.”

ANDREA GORTON, University of Puget Sound

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/WSR
Viet Nam
Culture, Social Change, and Development

Examine economic and social development in the cultural context of Viet Nam, one of Southeast Asia’s most fascinating and rapidly changing countries.

Coursework

Culture, Social Change, and Development Seminar
ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course explores how global, national, and local forces dynamically interact to shape Viet Nam’s contemporary circumstances. Lecturers are drawn from institutions such as the University of Economics, the University of Social Sciences and Humanities of Vietnam National University, the Fulbright Program Center in Ho Chi Minh City, and local universities throughout Viet Nam (e.g., Da Lat University in the Central Highlands, An Giang University in the Mekong Delta, Hue University in Hue City, and Hanoi University in Hanoi). Seminar topics typically include:

Vietnamese Life and Culture
An exploration of Viet Nam from the earliest-known civilizations to the present day; cultural and religious traditions, including Confucian, Buddhist, Taoist, Christian, and popular religion; conceptions of political structure and authority; traditional village life, family life, and gender roles; regional and ethnic diversity; French colonial rule; resistance and revolution; Viet Nam’s twentieth-century wars in experience and memory; nationalism, unification, and “renovation” or Doi Moi process; the current political system and its transformations; traditional and contemporary arts, folklore, and literature.

Social Transformation
The impact of economic development and globalization on local cultures; urbanization and migration patterns; contemporary urban and rural life; changing family and marriage patterns; gender issues; changing labor practices; sexuality and reproductive health; ethnic minorities; contemporary religions, rites, and ceremonies; tourism.

Educational Excursions
The program provides the opportunity to study and explore Viet Nam’s cultural and natural heritage through visits to the Central Highlands, Sapa (on the Chinese border), Hanoi, and ancient cities, such as Hue and Hoi An. Visits are also made to rural villages and protected areas in the Mekong Delta and other parts of the country. A relevant service learning project may be conducted based on the local context.

Intensive Language Study:
Vietnamese
VIET 1000–3000 / 6 credits / 90 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research 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 Ho Chi Minh City, Hanoi, or in another approved location appropriate to the project. Sample topic areas: the role of women in Vietnamese society; the impact of migration on urban life; heritage site management and conservation; craft villages in transition; microcredit projects; poverty reduction and hunger eradication; Vietnamese culture viewed through the media, literature, or popular music; memory of the French and American wars; education and mysticism in a modern socialist society.

Watch SIT students explore the communities, culture, and landscapes of Viet Nam in a student-compiled video at www.sit.edu/VNR.

Credits 16
Program Base Ho Chi Minh City
Language Study Vietnamese
Homestays Ho Chi Minh City, 2 weeks; Da Lat City, 1 week
Other Accommodations Guest houses, hostels, or small hotels
Independent Study Project 4 weeks
Prerequisites None
Viet Nam/Cambodia

Ecology and Community-based Natural Resource Management

Explore the natural, human, and political ecology of Viet Nam and upstream areas of the Mekong River Delta in Cambodia.

Coursework

Ecology and Community-based Natural Resource Management Seminar
ENVI 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with lectures, discussions, required readings, and relevant educational excursions. Students visit a range of different bioregions in Viet Nam and Cambodia to examine the ecology of a major river delta and its floodplains, mangroves, coastal coral reefs, upland forests, and watersheds. Students study ecosystem services and natural resources within the context of a densely populated human landscape. Students examine and consider the challenges of community-based approaches to managing and conserving these ecosystems within a Vietnamese and Cambodian policy context. Lectures are drawn from institutions such as Can Tho University, the Center for Agricultural Research and Ecological Studies at Hanoi University, the Royal University of Phnom Penh, government bodies, and nongovernmental organizations.

Seminar topics typically include:

**Life and Culture in Viet Nam**
Introduction to precolonial and colonial history; the Viet Nam War; post-reunification development; Doi Moi renovation and agricultural intensification; and Vietnamese culture.

**Rivers, Floodplains, and Wetlands**
Basics of aquatic ecology in large floodplain rivers in the humid tropics; wetland hydrology and functions; acid sulphate soils; flood pulse and fish migrations; irrigation and fragmented landscapes; flooded forests; salinity intrusion and delta geomorphology; invasive species; endangered river dolphins; mainstream Mekong dams.

**Coastal Mangroves**
The ecology of mangroves: species successions, mangrove biodiversity, and rehabilitation efforts; communities, shrimp farming, and mangroves; saltwater intrusion in farming areas; coastal fisheries; climate change and coastal protection.

**Coastal Coral Reefs**
The evolution and geomorphology of fringe reefs; biology and ecology of coral reef invertebrates, reef fishes, and nearshore environments; local livelihoods, development, and the conservation of coral reef environments.

**Upland Forests and Watersheds**
The ecology of upland forests in northern Viet Nam: tropical evergreen rainforests; endangered primate rehabilitation; land turtle conservation; limestone karst systems; biodiversity hotspots; ethnic minorities.

**Communities and Resource Management**
A human and political ecology of Viet Nam and the Mekong River in Cambodia: communities and sustainable use of biodiversity; ethnic minorities, upland agriculture, and local knowledge; flooding-zone agriculture; hydropower dam impacts; climate change and sea-level rise; ecological impacts of water-control infrastructure; protected areas, buffer zones, and the conservation of endangered species; wild-capture fisheries; ecotourism; integrated conservation and community development projects; community-based natural resource management and co-management.

**Educational Excursions**
Educational excursions provide direct knowledge of case studies in ecology and resource management. Viet Nam sites include: Tram Chim National Park; Can Gio Mangrove Biosphere Reserve; Nui Chua National Park and coral reefs; rural villages associated with Can Tho University research projects; Hanoi; Cuc Phuong National Park; Halong Bay World Heritage site. Cambodia sites may include: Tonle Sap Lake Biosphere Reserve; Angkor Wat; Khone Falls and the Don Sahong dam site; Stung Treng RAMSAR wetlands; Sambor dam site; Kampi River Dolphin Conservation site.

**Intensive Language Study: Vietnamese**
VIET 1000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Particular attention is paid to vocabulary that will support students’ Independent Study Projects. Instructors are faculty of Can Tho University.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 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 field 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 approved locations throughout Viet Nam and upstream areas of the Mekong Delta in Cambodia. Sample topic areas: ecological change; endangered species; wild fish and fisheries; shrimp farming and mangroves; water and soil quality assessments; invasive species; fires and biodiversity; integrated conservation and development; local knowledge and traditional use; biogas system efficiency; climate change and livelihoods; ecotourism; community-based natural resource management and co-management.

Credits 16

Program Base Can Tho

Language Study Vietnamese

Homestay Can Tho, 4 weeks

Rural Visit/Homestays Mekong Delta villages; Muong ethnic minority home at Cuc Phuong National Park; and a floating village on Halong Bay; and Tonle Sap Lake, Cambodia; 1–2 nights each

Other Accommodations Guest houses, small hotels, and village homestays

Independent Study Project 4 weeks

Prerequisites None

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

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“The Independent Study Project allowed me to explore my topic of interest, mental health care, in the Czech cultural context—a very unique experience that has strongly shaped my future academic and career paths.”

BETSY DAVIS, Southwestern University
Czech Republic: Arts and Social Change

Photo by Stephanie Mikovich

The historic Mostar Bridge stands as a reminder of conflict in Bosnia-Herzegovina.
Czech Republic

Arts and Social Change

Create, analyze, and contextualize art in Prague.

Coursework

Czech History, Arts, and Civil Society I
EURO/ARTS 3000 / 3 credits / 45 class hours
The course examines Czech society and national identity in historical and contemporary contexts through visual and performing arts, film, and literature. The course is built around the rich and well-known intersection of arts, politics, and social change in Czech history and includes required readings and lectures, film screenings, performances, and site visits. Seminar topics typically include:

- Democracy, Civil Society, and the Arts
  Civil society and the arts: definitions, principles, and frameworks; the origins and character of totalitarianism; creation and structure of NGOs in post-communist society; individual and collective civic creativity; the citizen artist.
- Arts, Creativity, and Social Change
  Grassroots initiatives in rural communities; civic initiatives for human and civil rights; Czech alternative music; Czech humanitarian initiatives abroad; multiculturalism in historical context; theater and social change.

Arts Studio
ARTS 2000–3000 / 3 credits / 45 class hours
A course geared toward students in the visual and performing arts, or literature, requiring independent studio work in painting, sculpture, photography, dance, or creative writing. Students may work alongside Czech students with professional artists, writers, and dance instructors. In special cases, music and theater studio work may also be arranged. The course includes art openings and other relevant events. The course runs parallel to Czech History, Arts, and Civil Society I.

Intensive Language Study: Czech
CZEC 1000 / 3 credits / 45 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction; introduction to basic concepts and principles of Czech grammar. Students are placed in beginning classes.

Arts Field Study Seminar
ANTH 3500 / 3 credits / 45 class hours
A required course in qualitative research methods focused on learning across cultures. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing. The course introduces Arts-based Research methods (narrative, poetic, dance, and visual forms of inquiry, for example) and models for integrating creative work in a social science research context, which may be used in the Independent Study Project (ISP).

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Prague or in another approved location in the Czech Republic, Poland, or Slovakia. The ISP may comprise a standard field-based research project; visual arts, performing arts, or creative writing; or practical work with a nonprofit organization. Sample topic areas: alternative theaters in the Czech Regions; legacy of Czech underground music; the former Sudetenland today.

Credits 16
Program Base Prague
Language Study Czech
Homestay Prague, 8–12 weeks
Rural Visit/Homestay Bohemia or Moravia, 4 days
Other Accommodations Hostels or small hotels, private homes, and arts and NGO centers
Independent Study Project 4 weeks
Prerequisites For visual arts, ceramics, photography, and dance studio work, a basic course or background in the area of study is recommended, but not required. Students enrolling in creative writing must have completed at least one course in fiction writing or poetry. For all students, previous survey courses in European history or arts history is recommended, but not required.

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

Language, Community, and Social Change

Rapidly advance your French language skills through intensive language learning and close engagement with the community through a local service project.

Coursework

Intensive Language Study: French
FREN 1000–3000 (Two 4-credit courses / 144 total class hours)
French courses range from the 1000–3000 level. Students take 144 hours of French classes at L’Institut Catholique in two 72-hour intensive sessions (four weeks each).

Students are completely immersed in a dynamic French-speaking community. Emphasis is on field-based instruction enabling students to function immediately in the host community and gain the linguistic instruments necessary to carry out academic work in French. Lively French classes rely heavily on student involvement and inquiry to develop each student’s responsibility in the language-learning process. Formal instruction focuses on linking classroom instruction with the backdrop of informal language learning in daily life. Students are placed in one of five levels based on in-country evaluation, including oral proficiency testing.

Language classes are held at the centrally located campus of L’Institut Catholique de Toulouse (ICT) in the institute’s French as a Second Language Department (IULCF), which hosts students from around the world. SiT students are in internationally mixed classes that offer diverse cultural perspectives. IULCF is recognized by the French Foreign Ministry for its excellence in instruction and is a chartered member of the National French Language Institute (Institut Français). SiT’s French-language program is the largest of its kind in the country.

All IULCF instructors hold master’s or doctoral degrees and most have extensive experience working abroad with diverse international student bodies.

The ICT is an accessible, beautiful urban campus, which SiT students attend daily.

Community and Social Change Seminar
EURO 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted entirely in French with required readings and relevant educational excursions. The seminar explores contemporary France’s considerable diversity and complex post-colonial relationship with the Francophone world. Lecturers are drawn from institutions such as Toulouse Le Mirail University, Institut Science Théologie et Religions, Salle College, and City Hall representatives.

Seminar topics typically include: Francafricque French and African relations; Cultures Urbaines, a history and contemporary look at hip-hop culture in France and Toulouse since the 1980s; immigration in France: historical and current perspectives; religion in Europe, Islam in France: an overview of government institutions in Europe and France; economics in France and France’s nonprofit sector; French history and colonial history; architectural visits of Toulouse.

Educational Excursions

Educational excursions provide additional context for language acquisition while exposing students to different regions and cultures within France. Excursion sites typically include medieval villages and the prehistoric painted caves in the Lot (fall semester) or Templar castles and cheese caves in the Aveyron (fall semester). Students also visit the Pyrénées Orientales on the Mediterranean Sea along the French-Spanish border. As part of the program, students spend 10 days living with a family in a rural setting. During the rural homestay, students work on a research project covering a culturally representative aspect of the location where they are living while further improving their language skills in a new location.

Community Service Project
PRAC 3000 / 4 credits / 60 hours
An independent field-based project providing students an opportunity to critically examine a topic, community, or situation related to social change in France. SiT’s broad network of individual and nonprofit organization contacts form the basis for student placement. Examples of projects include supporting single mothers; gardening and animal tending in a community-based organic agriculture organization; volunteering in a local hip-hop arts group; mentoring at an after-school program in an immigrant neighborhood; working outdoors with an environmental nonprofit; volunteering at the local Spanish film festival “Cinespagna.” A successful project expands language immersion and community involvement while giving back to the student’s host community. Students must complete a final oral presentation and submit a six-page paper written in French on their project.

Credits 16
Program Base Toulouse
Language Study French
Homestay Toulouse, 12 weeks
Rural Visit/Homestay Fall: Pyrénées Mountains, 10 days; Spring: Pyrénées Orientales (French-Spanish border), 10 days
Other Accommodations Hotels, an environmental center, renovated farm house
Prerequisites One semester of French or two semesters of another Romance language, as assessed by SiT.

Listen to program alumna
Natalie De George describe her time on the program including her homestay experience and impressions of Toulouse at www.sit.edu/FRC.
Ireland

Transformation of Social and Political Conflict

Explore the changing face of conflict studies through immersion in the Republic of Ireland and Northern Ireland.

Coursework

Transformation of Social and Political Conflict Seminar
PEAC 3000 / 8 credits / 120 class hours
An interdisciplinary course with required readings and relevant educational excursions in both the Republic of Ireland and Northern Ireland. Students examine current theories of conflict and conflict transformation, with a particular focus on social and political inequality, sectarian and ethnic conflict, and the creation of sustainable peace. Lecturers are drawn from Trinity College, University College Dublin, Queen’s University Belfast, the University of Ulster, and practitioners in the field.

Seminar topics typically include:
- Conflict Studies Theory
  Dynamics of conflict; anatomy of violence and alternatives; gender and conflict; transitional justice; truth recovery; principles of conflict transformation; ethics of peace and war. Theoretical models from leaders in conflict research are presented and discussed in an academic context and applied through activities and group work.
- Conflict Resolution, Mediation, and Negotiation Techniques
  Workshops in communication, negotiation, and mediation skills presented by practitioners in Belfast, and at Glencree and Corrymeela Reconciliation Centers.
- Historical Roots of Conflict
  Overview of the social and political history of modern Ireland; colonial practice and its legacy; the Irish Republican tradition; development of nationalism and militant and nonviolent resistance.
- Identity Politics and Conflict Resolution
  Causes, effects, and escalation of conflict in Northern Ireland; motivations of political actors and groups; impact of violence on the political system and civil society; political solutions for a divided society; role of external agents; formation of a peace process.
- Structural Violence and the State
  Conflict rooted in socioeconomic divisions and exclusion; poverty, inequality, and violence in inner-city areas; immigration, refugee, and diversity initiatives.

Cultural Identity and Place
The interplay of history, ideology, mythology, and religion in shaping cultural identity explored critically through art, theater, film, literature, song, and storytelling.

Northern Ireland Case Study
During the three-week unit in Northern Ireland, students reexamine seminar themes in a post-conflict context. Students meet with academics, former combatants, politicians, and community activists, and visit rural and urban locations from Armagh to Belfast to Derry/Londonderry. They witness the legacy of violence as well as the challenges of truth recovery and of establishing “normal” politics in a divided society.

Environmental Conflict Case Study
A one-week study in a remote coastal area of Mayo provides an opportunity to understand the ethos of a rural community currently threatened by the development of an oil refinery. The study focuses on challenges arising from opposing approaches to development and the efforts of local groups to mobilize opposition.

Educational Excursions
The program includes visits to the parliaments of the Republic of Ireland and Northern Ireland, community organizations, and sites of cultural significance in Dublin, Belfast, Derry, and in Wicklow, Armagh, Antrim, and Donegal counties. The program spends three weeks in Northern Ireland, five days in Mayo, and concludes with a three-day visit to the Aran Islands and Galway.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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.

Credits

16

Program Base
Dublin

Homestay
Dublin, 6–10 weeks

Rural Visit/Homestay
Derry, 1 week

Other Accommodations
Peace and reconciliation centers, college dorms, and hostels

Independent Study Project
4 weeks

Prerequisites
None. Coursework in and/or personal commitment to peace and conflict studies is strongly recommended.

Independent Study Project
ISPR 3000 / 6 credits / 180 class hours
Conducted in Dublin, Belfast, Derry, or another approved location appropriate to the project. Sample topic areas: refugee children in Dublin; urban regeneration in inner-city Dublin; truth recovery in Northern Ireland; the Corrib Gas dispute; the role of museums in memorializing the past.

Read one student’s reflection on the excursion to County Mayo to study the Corrib gas line conflict at www.sit.edu/IER.
The Netherlands

International Perspectives on Sexuality and Gender

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

Coursework

International Perspectives on Sexuality and Gender Seminar
GEND 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required reading and relevant educational excursions. The course explores issues such as marriage rights, sexuality education, and sex-work policies to investigate the role and limits of Dutch tolerance, pragmatism, and social progressivism. Students also examine the Netherlands as a modern multicultural society with large immigrant populations and a sizable Islamic minority and the implications for gender and sexuality norms and policies. Faculty and lecturers are drawn from institutions such as the University of Amsterdam, the University of Leiden, the Rutgers-Nisso Group/World Population Foundation, and the International Criminal Tribunal on the Former Yugoslavia.

Students choose one of the following three modules and attend the guest lecture series.

Critical Theory
This unit addresses multiple and contradictory analytical constructs, including feminist, queer, and postmodern theories. Social, historical, and international situations relating to sexuality and gender are analyzed through these theoretical components.

Tolerance and Sexual Health Education
This unit examines various models of sexual health education and the overlap with tolerance education for sexual, ethnic, and religious minorities.

Filmmaking with a Sexuality and Gender Lens
In this unit, a professional filmmaker works to prepare students who intend to create a short film for their Independent Study Projects during the semester. Note: This unit is offered in the fall semester only.

Guest Lecture Series
All students attend the guest lecture series, which provides diverse perspectives on sexuality and gender within Dutch and international contexts. Lecture topics include: how the Dutch model of consensus politics contributed to early successes of the gay and lesbian movement; tensions between the emerging Muslim minority and the gay community, as well as the gay and lesbian minority within the Muslim community; Dutch prostitution policies; gender and migration; feminism in the Netherlands; Afro-Caribbean Diaspora women’s sexuality; civil society, human rights, and sexuality in international development; transgender and transsexuality in the Netherlands.

Educational Excursions
Local excursions include tours of the red-light district; visits to the Rutgers-Nisso Group, the Dutch expertise center on sexuality and home to the largest archive dedicated to social-sexual research; the HIVOS Foundation; the International Criminal Tribunal on the Former Yugoslavia; and other organizations working in the fields of sexuality and gender. Educational excursions outside the Netherlands, to Croatia and Morocco, give students additional insight on the issues of sexuality and gender from very different international perspectives.

Introduction to Dutch Language and Culture
DUTC 1000 / 4 credits / 60 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. The culture segment focuses on understanding Dutch values and attitudes, as well as experiential activities bringing students into direct contact with Dutch culture.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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; gathering, organizing, and communicating data. Each student engages in a practicum throughout the seminar (and may continue the practicum for the Independent Study Project). Sample practica include creating a research report for an LGBT health foundation in Amsterdam or volunteering with an international reproductive rights foundation.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Amsterdam or another approved location appropriate to the project. Sample topic areas: multicultural approaches to sex education and tolerance education; Dutch-Moroccan women’s conceptions of virginity; gay men and HIV testing; same-sex marriage.

SIT Netherlands sponsored a successful Forum on Sexuality and Development giving students the chance to network, interview, and introduce high-level speakers from the Netherlands Ministry of Foreign Affairs, HIVOS, Mama Cash, and PSI Europe. Learn more at www.sit.edu/NLR.
Serbia, Bosnia, and Kosovo

Peace and Conflict Studies in the Balkans

Gain firsthand knowledge of peacebuilding, reconciliation, and the struggle for human rights.

Coursework

Peace and Conflict Studies in the Balkans Seminar
PEAC 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course examines the aftermath of conflict and current efforts for peacebuilding and reconciliation in the Balkans. The course focuses on the breakup of Yugoslavia, the wars of the 1990s, and current post-Yugoslav realities. Lecturers are drawn from academic institutions such as the Faculty for Media and Communication at Singidunum University in Belgrade, University of Belgrade, Islamic Faculty in Sarajevo, the Center for Interdisciplinary Studies, University of Sarajevo, as well as from local organizations such as the Center for Peacebuilding in Sanski Most (Bosnia-Herzegovina), Fractal (Belgrade, Serbia), and the Youth Initiative for Human Rights in Serbia.

Seminar topics typically include:

Theoretical Frameworks and Introduction to the Former Yugoslavia
An introduction, analysis, and discussion of key terms such as peacebuilding and reconciliation and the main themes of study in the semester such as peace and conflict studies and social memory studies. An introduction to the former Yugoslavia: symbols, myths, and its legacy in today’s Belgrade.

The Breakup of Yugoslavia and the Wars of the 1990s
Critical interpretations and scholarly debates examining the breakup of Yugoslavia; Why did Yugoslavia cease to exist? Why was the breakup of Yugoslavia so violent? Political, economic, and demographic changes resulting from the wars of the 1990s and the post-socialist era; the influence of the European Union and international interventions on the region.

Serbia after Milosevic
Political and social changes in Serbia after the fall of Milosevic; civil society and political activism with a focus on women’s activism; responsibility as a political category; lesbian, gay, bisexual, and transgender (LGBT) and queer activism in Belgrade; the Roma community in Belgrade.

Bosnia-Herzegovina Post-Dayton
Postwar politics in Bosnia-Herzegovina (BiH): the legacy of war crimes and ethnic cleansing; demography and identity changes; the challenges and realities of peacebuilding, justice, and reconciliation; the role of the international community in postwar BiH; Islam in Bosnia and in Southeast Europe; LGBT visibility in Sarajevo.

Kosovo: A Look from Serbia and from Kosovo
Serbian and Albanian points of view of Kosovo after the war; majority-minority relations in Kosovo; the role of international organizations examining the current EU mission to Kosovo in the context of UN resolution 1244 and Kosovo’s unilateral declaration of independence.

Peace and Conflict: Theory and Practice in the Balkans
Comparative analysis, synthesis, and discussion; analyzing the presence of the Yugoslav past in the post-Yugoslav successor states; memory and denial; the role of the international community; EU accession and enlargement processes.

Educational Excursions
The program incorporates educational excursions within Serbia and to Bosnia-Herzegovina and Kosovo, allowing students to witness the effects of conflict and its aftermath in different settings in the region. Excursion sites may include Novi Sad, Vukovar (Croatia), Sarajevo, Banja Luka, Sanski Most, Mostar, Srebrenica, and Pristina.

Intensive Language Study: Serbian/Bosnian/Croatian
SERB 1000–3000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate classes based on in-country evaluation, including oral proficiency testing.

Field Study Seminar
ANTED 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project (ISP).

Credits 16
Program Base Belgrade
Language Study Serbian/Bosnian/Croatian
Homestay Belgrade, 7–11 weeks
Other Accommodations Guest houses or small hotels
Independent Study Project 4 weeks
Prerequisites None

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location appropriate to the project in Serbia, Bosnia-Herzegovina, or Kosovo. Sample topic areas: Islam in Bosnia-Herzegovina; Sarajevo’s postwar changes; youth perceptions of the International Criminal Tribunal for the former Yugoslavia; human rights activism in Serbia and LGBT issues; dealing with the past; street art and street activism in Belgrade.

Possible Internships
During the ISP period, students may have the opportunity to pursue internships that allow them to take on more active roles in the issues they are researching. Sample internships: Balkan Investigative Reporting Network; Dah Theatre in Belgrade; Center for Peacebuilding in Sanski Most.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/HRR
Spain
Language, Community, and Social Change

Rapidly improve your Spanish through complete immersion in Granada, a vibrant historic city shaped by a blending of Christian and Muslim traditions, and home to one of the largest universities in Spain.

Coursework

Intensive Language Study: Spanish
SPAN 1000–3000 (Two 4-credit courses / 120 total class hours)
Spanish courses range from the 1000–3000 level. Students take two four-credit Spanish language courses during the semester.

Students are completely immersed in Spanish. Emphasis is on field-based instruction, which enables students to become functional in the host community and gain the linguistic instruments necessary to carry out academic work in the target language. Spanish classes rely heavily on student involvement and inquiry as a way of developing their responsibility in the language learning process. Formal instruction focuses on linking classroom instruction with the informal language learning that takes place in the students’ extensive involvement with the community, academic work, and daily functioning in the host culture. Classes are held at SIT’s partner institution, CELEI (Centro de Lenguas y Educación Intercultural). Language placement is based on in-country evaluation, including oral proficiency testing.

Community and Social Change Seminar
EURO 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the primary political, social, and cultural forces shaping contemporary Spain in the context of the country’s turbulent history, growing diversity, and deeper integration within the European Union. Lecturers are drawn from the University of Granada, government agencies, local nongovernmental organizations, and experts from the community. Seminar topics typically include:

Al-Andalus Legacy in the Local Society
Andalusian identity and Spain’s multicultural heritage; Islamic influence on the arts; flamenco-fusion; urban development in the Moorish neighborhood of El Albaicín; Lorca and the Andalusian soul.

Spanish Politics and Political Actors
Spain’s transition to democracy; state configuration; regional autonomies and nationalism; the role of political parties and trade unions; economic policy; sustainable development.

Immigration and Integration
Spain as the gateway into Europe; relations with North Africa; legal and humanitarian challenges on the borders; immigration policies; support organizations.

Society in Transformation
Social agents and generational change; education and religion in social change; new gender roles and domestic violence; response of civil society groups to minorities—inclusion and exclusion; Spanish cinema and artists as agents of change.

Educational Excursions
Excursions focus on the themes presented in the seminar. Destinations include Madrid, Toledo, or Segovia during the orientation period; a three-day rural stay in the village of Sorvilán; the cities of Córdoba and Seville; and a five-day academic excursion to Morocco.

Community Service Project
PRAC 3000–3500 / 4 credits / 60 class hours
This course enables students to expand language immersion and community involvement while working in a reciprocity project in the community. It is a core component of the program and is an integral part of the overall Spanish language learning. Students strengthen their language and field-research skills while functioning in a work setting. Students practice conversation skills through volunteer service or by participating in a community group, class, or study. Examples include tutoring at a school, volunteering at a homeless shelter, or assisting in environmental or sports activities. Students must complete a final oral presentation and submit an 8–12 page paper in Spanish on their project.

“...I stayed with an incredible Spanish family and became a part of their life. ... I am only now starting to realize the ways the program has changed my life.”

MOLLY CROCKER, Cornell University

Credits 16
Program Base Granada
Language Study Spanish
Homestay Granada, 13 weeks
Rural Visit/Homestay Sorvilán, 3 days
Other Accommodations Hotels and hostels
Prerequisites One college semester of Spanish or two semesters of another Romance language or equivalent, as assessed by SIT.

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

Global Health and Development Policy

Examine models of health systems and development policy in Geneva, the world’s capital for international organizations dedicated to public health, social justice, and sustainable development.

Coursework

Global Health and Development Policy Seminar
IPBH 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Lecturers for this course are drawn from institutions such as the University Hospital of Geneva, the Swiss Agency for Development and Cooperation, and the World Health Organization.

Seminar topics typically include:

- **Development Policy**
  Models of growth; market economy, poverty; the North-South, South-South divides; emerging and transitional economies; health systems, demography, and migration; gender; “good governance.”

- **Swiss Development and Cooperation**
  Students examine Switzerland’s multicultural society and the Swiss democracy, with case studies on health care systems at the federal, cantonal, and communal levels.

- **International Organizations, Institutions, and Enterprises**
  Functions of international organizations in development and health systems; the Millennium Development Goals; the United Nations; nongovernmental actors; the public (state and social) and private sectors.

- **Complex Humanitarian Emergencies and Health**
  Conflicts, complex humanitarian emergencies, and conflict management with an emphasis on the health sector in peacekeeping and peacebuilding operations.

- **Human Rights and Vulnerable Groups**
  International human rights instruments and human rights abuses; health issues for migrants, displaced persons, and refugees.

- **Environment and Health**
  Global environment and sustainable development; health and technology; health epidemics and pandemics; health prevention and treatments; medical anthropology.

**Fieldwork**
Students complete interactive research with an international or nongovernmental organization and also conduct interviews and document their research.

**Educational Excursions**
During excursions to Bern, Lugano, and Paris, students visit leading regional, national, and international institutions and meet with staff who address the complex issues of health and development. Excursion sites are subject to change.

**Intensive Language Study: French**
FREN 1000–3000 / 4 credits / 60 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.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of field study across cultures. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; identifying contacts and 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 Geneva/Nyon or another approved location appropriate to the project. Sample topic areas: development and health in complex emergencies; the health sector in peacebuilding operations; international human rights to health; migration and health; the health sector in humanitarian relief; international, national, and regional response to epidemics and pandemics.

Learn more about studying on SIT’s global health program in Switzerland in the words of program alumnus, Andrew Collins (Wake Forest University) at www.sit.edu/SZH.

Credits 16
Program Base Nyon/Geneva
Language Study French
Homestay Communities around Nyon, 12 weeks
Other Accommodations Small hotels or student hostels
Independent Study Project 4 weeks
Prerequisites Previous college-level coursework and/or other significant preparation in development studies; public health; or the social, economic, and political sciences, as assessed by SIT. Prior French language study recommended but not required.

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

International Studies and Multilateral Diplomacy

Examine the strategies and responses of international, supranational, and nongovernmental organizations to current challenges to peace and stability.

Coursework

International Studies and Multilateral Diplomacy Seminar

INTS 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course addresses political, economic, security, cultural, and environmental dimensions of the rapidly evolving international system in the context of globalization. Students examine the strategies and responses of international, supranational, and nongovernmental organizations (NGOs) to current challenges to peace and stability, drawing on the resources of leading academics, institutions, and firsthand experience.

Lectures, exercises, and topics focus on the following themes: multilateral diplomacy; geopolitics and strategy; international organizations; European integration and policies; US–European Union relations; international economic relations; new dimensions of human security; environmental issues; demographics and migration. Lecturers for this course are drawn from institutions such as United Nations agencies, the Red Cross, Swiss universities, Swiss federal agencies, the European Union, and NGOs.

Three threads infuse the seminar at every stage: the evolution of contemporary international relations, the strategies of international organizations, and international economic relations in the globalized world system. These threads weave through three sequential units, including excursions and other field experiences, to deepen learning.

Multilateral Diplomacy

Geopolitical analysis and strategic studies; conflict management and peacekeeping; the UN system and international organizations.

European Regional and International Affairs

The evolving European Union; transatlantic relations; Swiss–European Union relations.

International Trade and Cooperation

International economic institutions; trade relations and negotiations; sustainable development and environmental issues.

Fieldwork

To complement coursework, and for further exposure to Geneva’s international milieu, participants complete interactive research studies with international agencies or NGOs. Students are required to conduct interviews, synthesize information, and report their findings.

Educational Excursions

Excursions to Bern, Paris, and Brussels provide opportunities for students to visit leading national, supranational, and international institutions and meet with staff who are wrestling with difficult issues of global development. Students attend briefings organized by Swiss governmental agencies, French and Belgian research institutes, and European Union experts and institutions.

Intensive Language Study: French

FREN 1000–3000 / 4 credits / 60 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.

Field Study Seminar

ANTH 3500 / 2 credits / 30 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.

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.

Credits 16

Program Base Geneva

Language Study French

Homestay Villages around Nyon, 10 weeks

Other Accommodations Hostels or small hotels during study trips

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in international studies or a related academic discipline, such as political science or prelaw, as assessed by SIT.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/sZG
"I consider the work I will do for my Fulbright scholarship an extension of the work I did for my independent study with SIT. I would not have been able to propose this study if I had not first learned how the Chilean public health system worked. The SIT Chile public health program provided me with that background knowledge."

EMILY LUBELL, University of Vermont

Chile: Public Health, Traditional Medicine, and Community Empowerment

Students on the Argentina: Social Movements and Human Rights program work on a mural painting project in Buenos Aires.
**Argentina**

**Regional Integration, Development, and Social Change**

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

**Coursework**

**Regional Integration, Development, and Social Change Seminar**

LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines the impact that economic integration has upon the social and economic development of the countries composing the MERCOSUR (Mercado Común del Sur/ Southern Common Market) block. Lecturers are drawn from institutions such as the Institute for Social and Economic Development (Argentina), the University of Rosario (Argentina), Federal University of Rio Grande (Brazil), University of the Republic in Montevideo (Uruguay), and the Center for Research and Documentation in Asunción (Paraguay).

Seminar topics typically include:
- **History and Politics of Argentina and the Southern Cone**
  Immigration and nation-building; populism; modern political parties; early industrialization and postwar economic policies; the legacies of authoritarian rule; human rights; democratization and transition to civilian rule; the socioeconomic crisis and beyond; politics of the new century.
- **Development, Regionalization, and Local Production Strategies**
  Development theories as applied in Latin America; the effects of different development strategies and policies on society and the economy; international politics of trade; globalization and the impact of neoliberal economic policies; special issues of small economies; economic and financial crisis in the region; local sustainable development strategies; MERCOSUR: its trajectory and transformations.
- **Social Change and Recent Trends on Social Conditions**
  Poverty and inequality; evolution of the labor market: economic activity, unemployment, and income distribution; women’s participation in the labor force; strategies to promote inclusive growth; social policies: the roles of government and social movements; social construction of policy through rhetoric, narrative, and ideology; social movements in Argentina and the region.

**Regional Issues and Concerns**
Nations and identity; border relations and cultural change; migration and labor displacement; specialized workforce mobility; migrations, social development, and policy implications; transnational social movements.

**Educational Excursions**
The program typically includes field excursions and a rural homestay in the pampas in Argentina as well as a one-week stay in Porto Alegre, Brazil. The group then divides for one week into two sections, with one group traveling to Asunción, Paraguay, and the second to Montevideo, Uruguay. In each location, seminar sessions and educational visits are delivered by local faculty, development practitioners, government officials, and local community and labor groups.

**Intensive Language Study: Spanish**
SPAN 2000–4000 / 4 credits / 60 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 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.

**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 and border crossings; recuperated industries; informal labor markets; indigenous struggle for land; transborder conflict around forestry projects.

**Hear alumna** Moira Birss (University of Michigan) talk about her work on human rights in Colombia on the radio show La Raza at [www.sit.edu/ARD](http://www.sit.edu/ARD)
Argentina

Social Movements and Human Rights

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

Coursework

Social Movements and Human Rights Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings and educational excursions. The course examines Argentina’s prolific and highly dynamic social movements—including claims by environmental, gender, indigenous, peasant, and labor groups—and these movements’ connections to historical and contemporary human rights issues. Lecturers are drawn from institutions such as the University of Buenos Aires and the National University of Salta.

Seminar topics typically include:

History and Politics of Contemporary Argentina
Overview of Argentine history with a special emphasis on social organizations; Peronism, populism, and the strengthening of the labor movement; dictatorship and resistance strategies; democracy and the recent economic crisis; impoverishment and collective coping strategies.

Human Rights and the Fight for Justice
Concepts and applications of human rights from theoretical and applied perspectives including international, regional, and national human rights instruments; the history of human rights movements in Argentina; current human rights issues; the use of human rights—including economic and social rights, women’s rights, and indigenous rights—in the struggles of social movements.

Social Movements: Theory and Case Analysis
Theories of collective action and social movements seen in theoretical and applied perspectives; the challenges social movements face in working for social change at local, national, and international levels; the interrelationship among social movements, human rights, and social exclusion; exposure to relevant cases of Argentine social movements from the 1990s to the present, focusing on their political and social contexts; analysis of and visits to social organizations that emerged during the 2001 crisis; territorial movements (piqueteros), neighborhood assemblies, and recuperated factories.

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

Intensive Language Study: Spanish
SPAN 2000–4000 / 4 credits / 60 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, analyzing, and communicating data; maintaining a work journal.

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

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

Recent alumni of this program have been awarded the Davis Peace Prize and the Thomas J. Watson Fellowship. Learn more about their experiences and future plans at www.sit.edu/ARR.

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

Latin American Revolutionary Movements and Conflict Resolution Seminar
LACB 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides an in-depth look at the emerging and often conflicting interactions of new political actors and revolutionary movements in Latin America. Lecturers are drawn from institutions such as Universidad Privada Boliviana, Universidad Mayor de San Andrés, Universidad Mayor de San Simón, and Universidad Católica Boliviana. Seminar topics typically include:

Module 1: Theoretical and Historical Background
Theoretical and conceptual tools for the study of social movements; revolution and conflict resolution; the legacy of the Cuban and Nicaraguan revolutions; socioeconomic conditions of selected Latin American countries; the political economy of the “Bolivarian” governments in Latin America I: Venezuela; the political economy of the “Bolivarian” governments in Latin America II: Ecuador.

Module 2: Social Transformation and Conflict in Bolivia
State and society; political and social transformation in contemporary Bolivia; revolution and resistance: political discourse and action of the New Political Actors and revolutionary movements in contemporary Bolivia; the role of class, ethnicity, and gender in the emergence of conflict.

Module 3: Bolivian Case Studies
• Case Study I: The Bolivian coca-growers movement
• Workshop on the current political role of El Alto COR

Module 4: Case Studies in Argentina and Brazil
• Argentine socioeconomic conditions
• Case Study V: The Argentine Piqueteros
• Workshop on the Piquetero movement
• Case Study VI: The Brazilian Landless Movement
• Workshop on the history of the Brazilian Landless Movement
• Workshop on the current action of the Brazilian Landless Movement

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 Cochabamba, the eastern plains of Santa Cruz, and El Alto. The program also includes an excursion to Jujuy, Argentina, as well as to Campo Grande in Brazil to examine the Movement of Landless Rural Workers (MST).

Intensive Language Study: Spanish
SPAN 2000–3000 / 4 credits / 60 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 intermediate or advanced classes, with further language practice during homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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.

Credits 16
Program Base La Paz
Language Study Spanish
Homestay La Paz, 7 weeks
Rural Visit/Homestay Rural area outside Santa Cruz, 5 days
Other Accommodations Hotels and hostels

Independent Study Project 4 weeks

Prerequisites Previous college- or university-level coursework and/or other significant preparation in political science, political economy, development studies, international relations, or Latin American studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours

Conducted in La Paz or in another approved location appropriate to the project. Sample topic areas: the coca-growers movement and the local drug war in Bolivia; role of Venezuela’s influence in the Brazilian MST; Latin American revolutionary movements: from opposition to government; 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 more detailed information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/BLP
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

Multiculturalism, Globalization, and Social Change Seminar
LACB 3000 / 5 credits / 75 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines Bolivia’s history and current economic, political, and cultural processes. Students consider the country’s contemporary challenges to economic development, particularly among Bolivia’s large indigenous populations, and under the leadership of the first indigenous president to be elected in South America. Lecturers are drawn from institutions such as The Democracy Center, Centro de Estudios Superiores Universitarios at the Universidad Mayor de San Simón, Mujeres Creando, the Andean Information Network, and Water for People.

Seminar topics typically include:

- **Historical Foundations**
Features and contributions of major indigenous groups (Quechua and Aymara); historical development of Bolivian political systems; roots of the current economic situation.

- **Andean and Amazonian Culture and Cosmovision**
Analysis of contemporary sociocultural landscapes; the meaning and construction of culture in the Bolivian context; indigenous and feminist issues; the role of cosmovision in art and music; roles of cultural identity and cosmovision in the formation of social movements.

- **Development Models and Practice**
History of development approaches; roles of private/public sectors, including transnational corporations, nongovernmental organizations, and social movements; resistance to globalization and neoliberal reform; women and development; urbanization; informal economy; sustainable participatory development; natural resource management; regional development processes and proposals for autonomy; coca/cocaine economy; alternative development, and the US “drug war”; critique of development.

- **Educational Excursions**
Students spend extensive time outside Cochabamba, including traveling to the tropical lowlands, the Andes altiplano, and El Alto, the largest indigenous city in Latin America. Locations include La Paz, Lake Titicaca, Tiwanaku, and Santa Cruz. Alternate locations in the tropical lowlands, Potosí, Sucre, and other sites are also feasible.

- **Field Study Seminar**
ANTH 3500 / 2 credits / 30 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 Cochabamba, La Paz, or in another approved location in Bolivia appropriate to the project. Students have the unique option of producing a documentary film or writing and publishing a children’s book on their selected topic. Sample topic areas: film and social change; migration and family survival strategies; impact of the neoliberal development model; role of women in civil society; legacy of liberation theology today; globalization and water politics in Cochabamba; the struggle between indigenous and multinational companies over environmental rights and the nationalization of natural resources; the struggle over land rights in indigenous communities; the effect of urban violence on women in marginalized communities; the integration of traditional and Western medicine; ethno-development and cultural change; application of educational reform; the effects of global warming on glaciers in the Andes.

Credits 16
Program Base: Cochabamba
Language Study: Spanish
Homestay: Cochabamba, 6 weeks
Rural Visit/Homestay: 5 days with either Aymara families on the shores of Lake Titicaca or with Quechua families in the Cochabamba Valley
Other Accommodations: Hostels, private homes, or small hotels
Independent Study Project: 4 weeks
Prerequisites: Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Students have the opportunity to engage in creative and non-traditional research projects in support of local Bolivian communities and social change. Learn more at www.sit.edu/BLR.
Brazil

Amazon Resource Management and Human Ecology

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

Coursework

**Amazon Resource Management and Human Ecology Seminar**

ENVI 3500 / 4 credits / 60 class hours

An interdisciplinary course conducted in English and Portuguese with required readings and relevant educational excursions. The course examines the key issues in natural resource management and human ecology currently affecting the Brazilian Amazon. Direct field observations are a central component of the course. Lecturers are drawn from a wide range of institutions such as the Instituto de Educação Superior da Amazônia, a private college in Belém; nongovernmental organizations such as the Health and Happiness Project and Fundação Vitória Amazônica; and the Brazil Landless Workers Movement (MST).

Seminar topics typically include:

- Natural and Human Ecology of the Amazon
  - Historical overview: indios, quilombolas, caboclos, colonos, and urbanos; socioeconomic development in historical perspectives; biophysical geography and regional ecosystems; forest-succession dynamics.

- Natural Resource Management
  - Agriculture and agribusiness; agroforestry; timber extraction; ranching, mining, fishing, and hunting; hydroelectricity and energy production; nontimber forest products; ecotourism.

- Environmental Conservation
  - Economics of tropical deforestation; conservation units; government policies; roles of nongovernmental organizations; international perspectives; climate change; forest fragmentation; forest regeneration; ethnopharmacology.

- Linking Ecological and Human Issues
  - Development in the Amazon; urbanization; community health; ecofeminism; land distribution and conflicts; MST; environmental justice and human rights; biopiracy and intellectual property rights; environmental education; media.

**Intensive Language Study: Portuguese**

PORT 1000–4000 / 4 credits / 60 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes. Special arrangements are available for advanced speakers of Portuguese.

**Environmental Field Study Seminar**

ENVI 3000 / 4 credits / 60 class hours

A course in research methods in both the social and natural sciences, focusing on how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies are focused on designing and structuring a research project; writing a research proposal; collecting and analyzing data (social and natural/qualitative and quantitative); interviewing; surveys; maintaining a field journal.

**Independent Study Project**

ISPR 3000 / 4 credits / 120 class hours

Conducted in Belém, Santarém, Manaus, or in another approved location in the Brazilian Amazon appropriate to the project. Sample topic areas: land use within MST communities; environmental consciousness; alternative energy resources; alternative farming practices; sustainable tourism development; informal market economics; commercial fishing; waste management; park-based conservation; sustainable hunting practices.

Credits 16

Program Base Belém

Language Study Portuguese

Homestay Belém, 4 weeks

Rural Visit/Homestays Caboclo community, 3–4 days; Landless Workers Movement (MST) community, 3–4 days

Other Accommodations Small hotels and a short stay on a riverboat

Prerequisites Previous college-level coursework and/or other preparation in environmental studies, ecology, development studies, or other related fields is strongly recommended but not required. Although there is no language prerequisite, a background in Portuguese, Spanish, or another Romance language is recommended.
Coursework

Public Health, Race, and Human Rights Seminar
IPBH 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English and Portuguese with required readings and relevant educational excursions. The course examines public health care planning and practice in Brazil in the context of racism, poverty, and social exclusion. Lecturers typically include physicians and nurses, government health officials, professionals at multilateral agencies such as the United Nations, and Candomblé healers.

Seminar topics typically include:
Health, Society, and Culture
Historical overview of Brazilian society; examination of racial, religious, and regional diversity in Brazil; consideration of the health profile of the Brazilian populace; analysis of the economic, structural, and ideological determinants of public health planning and practices in Brazil.

Brazilian Public Health Policies
Critical study of the Brazilian model for public health—Sistema Único de Saúde; analysis of key Brazilian national health programs including the Afro-Brazilian health program; reproductive health, maternal care, and child health; sexually transmitted diseases and AIDS; comparison of the Brazilian national health system to others in Latin America and the world.

Alternate Health Practices
Overview of different health care practices and conceptions of healing in Brazil; health concepts and practices used by Afro-Brazilian groups such as Candomblé practitioners; consideration of alternative treatment of psychiatric and other mental health issues; connection between healing and spiritual beliefs; economics and access issues related to alternative methods of health treatment.

Educational Excursions
Destinations include Ilha de Maré, where students visit a quilombo community, and Costa do Cacau (Bahia). Alternatively, the village/community stay could take place in the city of Santo Antonio de Jesus in the Recôncavo region in the state of Bahia. Short trips may include visits to public health services at the federal, state, and municipal levels and Afro-Brazilian religious centers including a Terreiro de Candomblé. Additionally, students spend time at a Landless Workers Movement (MST) camp in Santo Amaro, located in the Recôncavo region of Bahia.

Intensive Language Study: Portuguese
PORT 1000–4000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Special attention is given to medical and health terminology in Portuguese. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes. Special arrangements are available for advanced speakers of Portuguese.

Public Health Field Study Seminar
ANTH 3500 / 4 credits / 60 class hours
An introductory course in research methods in both the social and health sciences, focusing on how to collect, analyze, integrate, and report social and public health data to critically understand and evaluate program-related public health issues. The course provides an introduction to the Independent Study Project and includes observation and participation in community health projects. Field studies may include designing a research project; writing a research proposal; interviewing; designing surveys; and maintaining a field journal. Specific public health field study methods include concepts and objectives of scientific research; basic techniques used in public health research; data collection and analysis; epidemiology and considerations in the Brazilian context; ethical issues related to public health projects and research and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project
ISPR 3000 / 4 credits / 60 class hours
Conducted in Salvador, elsewhere in the state of Bahia, or in another approved location appropriate to the project in the Brazilian northeast. 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; psychiatric illness and community outreach; geriatrics; drug and alcohol rehabilitation programs in Salvador; Brazilian AIDS policy; empowerment of women; policy issues in access; pre- and postnatal care.

“My experience at SIT helped me understand various aspects of health in a different setting ... After my Fulbright, I aspire to establish a nonprofit organization to serve low-income African American preteens.”

KYASHA MOORE, Spelman College, 2009 Fulbright Recipient
Brazil

Social Justice and Sustainable Development

Explore the multifaceted dynamics shaping development patterns in northeastern Brazil.

Coursework

Social Justice and Sustainable Development Seminar

LACB 3000 / 5 credits / 75 class hours

An interdisciplinary course conducted in English and Portuguese with required readings and relevant educational excursions. The course examines the social, political, and economic forces shaping development patterns in northeastern Brazil. Lecturers are drawn from institutions such as the Instituto Brasil/Estados Unidos/Ceará, the State University of Bahia, and the Federal University of Ceará.

Seminar 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, race, and land tenure; 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.

- **Educational Excursions**
  - Through educational excursions within the state of Ceará, students learn about northeast 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, or São Luis. 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

PORT 1000–4000 / 5 credits / 75 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 beginning or intermediate classes. Special arrangements are available for advanced speakers of Portuguese.

Field Study Seminar

ANTH 3500 / 2 credits / 30 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 appropriate to the project in the state of Ceará. 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 in the state of Ceará; migratory trends and demographic impact; changing role of women in Brazilian society; 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 in Ceará; social action among youth; rights of the elderly.

Credits 16

Program Base Fortaleza

Language Study Portuguese

Homestay Fortaleza, 7 weeks

Rural Visit/Homestay Landless Workers Movement (MST) community, 2–4 days

Other Accommodations Hostels, private homes, and/or small hotels

Independent Study Project 4 weeks

Prerequisites One semester of Portuguese or two semesters of a college-level Romance language other than Portuguese.

“The SIT Brazil program in Fortaleza solidified my language skills and my love of Brazil. ... The marisqueiras, and others I met in Brazil, made me want to seek out, work with, and be someone who, no matter how incrementally, made the lives of other individuals better.”

BIANCA SANTOS, Rice University

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

Comparative Education and Social Change

Study educational policies, strategies, and pedagogy in Chile and Argentina.

Coursework

Comparative Education and Social Change Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings, field trips, and school placements examining the political, social, and economic factors affecting educational systems and social change in Chile and Argentina. Lecturers are drawn from institutions such as Universidad Alberto Hurtado Research Centre, the Chilean Teachers' Federation, and Argentina's Ministry of Education.

Seminars topics include:

Education and Its Role in Promoting Equity and Social Justice
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.

Educational Systems and Reforms in Chile and Argentina
Education in the Americas, specifically Chile and Argentina; governmental reforms and policies; comparing public and private schools; education and democracy in the Southern Cone; globalization and schooling.

Intercultural Education in a Global Context
Ethnicity and diversity in educational systems; local and global intercultural bilingual education and realities in South America; Mapuche cosmovision; human rights and indigenous education.

Popular Education and Critical Pedagogy
History and development of popular education in Latin America; Paulo Freire; critical pedagogy; non-formal education; popular education and social movements.

Educational Excursions
The program includes trips to Buenos Aires, Argentina, and Temuco, Chile. There will also be 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.

Intensive Language Study: Spanish
SPAN 2000–4000 / 4 credits / 60 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and 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.

Independent Study Project/Educational Practicum
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 areas include: identity issues and intercultural education in rural Mapuche schools; education and cultural identity through children's arts expressions; 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.

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/Educational 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

Cultural Identity, Social Justice, and Community Development Seminar
LACB 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines political and socioeconomic development trends of contemporary Chile from the cultural vantage point of Chilean, Mapuche, and Aymara communities. The course includes participation in a community work project with a local organization in the Valparaíso area. Lectures are drawn from institutions such as the Universidad de Chile; the Universidad de Valparaíso; the HUMANAS feminist organization, Epifanía, a community-based nongovernmental organization (NGO); and other local NGOs. Academic seminars are taught at the Universidad Santa María in Valparaíso.

Seminar topics typically include:

History and Politics
Major historical periods—post-independence national consolidation; Chilean political system from 1925 to the 1973 coup d’état; social and labor movements and civil society; Pinochet dictatorship and the transition to democracy; Concertación (coalition) governments (1990 to 2010 bicentennial).

Human Rights
Conceptualization of human rights and justice; the dictatorship, human rights violations, and the Disappeared; the Pinochet case (1998–2007) and other landmark cases; marginalized groups in Chile including urban pobladores and gender equity issues.

Economics and Development
Allende government policies; the Chilean economic “miracle” based on the neoliberal model; inward versus outward development strategies; integration with the world economy; poverty and wealth distribution; environmental degradation and natural resource exploitation; community development and local social organizations.

First Nations
Concepts of First Nation and indigenous cosmopolitanism; migration and urban realities of Mapuche and Aymara: their struggles for cultural preservation and socioeconomic sustainability in the face of racism and often hostile state policies.

Educational Excursions
The program features excursions to points of interest in Valparaíso and Santiago. A longer 16-day trip focused on First Nations is taken 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
SPAN 2000–4000 / 6 credits / 90 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 intermediate or advanced classes, with further language practice during homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 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; 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: The Disappeared, historical memory, and the human rights movement; urban Mapuche cultural organizations; women’s reproductive rights and public health services; Chilean social policy and educational reform; environmental destruction and local community action; Aymara women’s birthing practices; alternative theater in Chile; labor organizing in the mining industry; Chilean urban youth “tribes.”

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

Public Health, Traditional Medicine, and Community Empowerment

Gain unique insight and exposure to health care policies, politics, and delivery methods in a multicultural and rapidly changing region of South America.

Coursework

Public Health, Traditional Medicine, and Community Empowerment Seminar

IPBH 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. Students examine theoretical and current approaches to health care delivery in urban and rural, as well as “modern” and traditional, communities across present-day Chile. Lecturers are drawn from institutions such as Universidad de Tarapacá, the Indigenous Health System, the Nueva Imperial Hospital, public health centers, and national and local government bodies. Additional lecturers could include herbalists and intercultural medicine practitioners.

Seminar topics typically include:

Health, Society, and Culture
Historical overview of Chilean society; examination of racial, religious, and regional diversity in Chile; consideration of the health profile of the Chilean population; analysis of the economic, structural, and ideological determinants of public health planning and practices in Chile.

Public Health, Community Welfare, and Social Justice
Exploration of the differing views of public health; questions of social exclusion in relation to public health outreach; interrelation between public health and social justice; linkages between public health and community welfare; different health care models and their societal implications.

Chilean Public Health Policies
A critical look at the Chilean public health model; analysis of key Chilean national health programs, including child, adolescent, adult, and elderly medicine; women’s health; reproductive and sexual health; AIDS; mental health issues; dental health; comparison of the national health system with the private health system.

Alternative Health Practices
Overview of different health care practices and conceptions of healing in Chile; concepts and practices of health used by Aymara and Mapuche groups; considerations of alternative treatment of psychiatric and other mental health issues; connection between healing and spiritual beliefs; intercultural health; access issues related to alternative methods of health treatment.

Educational Excursions
Excursion locations typically include Nueva Imperial and Mapuche population health centers as well as visits to public health services throughout Arica and surrounding valleys. Longer excursions can include Tacna, Peru, the rural area of Putre in northern Chile, and Bariloche, Argentina.

Intensive Language Study: Spanish
SPAN 2000–4000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and health-related field instruction. Special attention is given to medical and health terminology in Spanish. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes.

Public Health Field Study Seminar
ANTH 3500 / 4 credits / 60 class hours
A course in research methods in both the social and health sciences, focusing on how to collect, analyze, integrate, and report social and public health data to critically understand and evaluate program-related public health issues. Introduction to the Independent Study Project. Field studies may include designing a research project; writing a research proposal; interviewing; surveys; maintaining a field journal. Specific public health field study methods may include concepts and objectives of scientific research; basic techniques used in public health research; data collection and analysis; epidemiology and considerations in the Chilean context; ethical issues related to public health projects and research; the World Learning/SIT Human Subjects Review Policy; observation and participation in community health projects.

Independent Study Project/Practicum

Sample topic areas: women’s health; psychiatric illness and community outreach; drug and alcohol treatment; traditional and intercultural health; Chilean AIDS policy; promotion and prevention policies; indigenous health practices; epidemiology.

Credits 16
Program Base Arica
Language Study Spanish
Homestay Arica, 8 weeks
Rural Visits Arica, Azapa, and Lluta Valleys; towns in Putre Province; rural areas surrounding Temuco
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project/Practicum 4 weeks
Prerequisites Previous college-level coursework in public health, development studies, community or social sciences, or other related fields. At least four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Students learn about health beliefs and practices of the Mapuche people in a Mapuche philosophy class.

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

Social, Economic, and Political Transformation

Explore the political, social, and geographic dynamics shaping Chile’s economic development.

Coursework

Social, Economic, and Political Transformation Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course provides an overview of Chile’s recent socioeconomic and political development and explores the validity of the country’s reputation as a “success story” within Latin America. 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.

Seminar topics typically include:

Historical Background: Chilean Society and Politics
Contemporary issues; political system formation; Chilean transitional process; limits of electoral democracy; the authoritarian legacy in the current economic model.

Latin American Development Models and Theory
Latin American development theory; from import substitution to export-led growth; dependency models of development and primary product exports; world markets and local production strategies; alternative development paradigms; monetary and fiscal policy in relation to trade; regional development.

Globalization, International Relations, and Trade
Theories of globalization and the changing role of nation-states; transnationalization of the Chilean economy; promotion of export-oriented economy; international and regional trade agreements; US foreign policy toward Latin America.

Small- and Medium-Sized Enterprises
Small-scale production and microenterprises in competitive markets; culture and association of Chilean entrepreneurs; limits to technological development and financing.

Social Development Alternatives
Inequality and poverty in Chile; labor issues; privatization of health care and educational systems; labor and gender roles; human development; transnational social movements and popular responses to global change; local perspectives on social change.

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

Intensive Language Study: Spanish
SPAN 2000–3000 / 4 credits / 60 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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 Santiago or in another approved location appropriate to the project. Sample topic areas: foreign investment and export production; role of shipping and transport in the export-led economic model; Latin American dependency in a new light; gender relations and households in the new global economy; poverty, income distribution, and changing patterns of labor participation; indigenous societies and global capitalism; US foreign policy and the Chilean economic model.

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

“I had an absolutely amazing time. I now consider Chile a second home and hope to return one day for a longer stay. SIT has no doubt changed my life.”

Fall 2009 Student
Ecuador

Comparative Ecology and Conservation

Explore tropical ecosystems and the complexities of human adaptations to different environments in Ecuador’s four distinct ecological regions.

Coursework

Comparative Ecology and Conservation Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish and English with required readings, relevant educational excursions, and independent observations. Utilizing a comparative approach, students examine Ecuador’s four distinct ecological regions, focusing on biodiversity along with human and conservation issues in the context of local, national, and global development pressures. Resources utilized in the delivery of course content include Galápagos National Park, Tiputini Biological Station (in Yasuní National Park, Ecuadorian Amazon), La Florida Cloud Forest Reserve, Papallacta Highlands (in Cayambe-Coca Ecological Reserve), an organic farm in Puyo, flower production industries, La Hesperia Reserve, and Yanacocha Reserve.

Seminar topics typically include:

- Ecuadorian Life and Culture
  Precolonial and colonial history; contemporary political and economic issues; multinational and local industrial/agricultural trends; indigenous culture and ethnicity; agrarian reform; human rights and gender issues; sustainable development; globalization and international institutions; activism and social movements.

- Comparative Ecology
  Ecological zones and natural processes in Ecuador; flora and fauna diversity; evolution and speciation; soils and water; primatology, ornithology, entomology, and botany; ecology of the Andes premontane and montane forests; extreme climate and highland flora and fauna adaptation; páramo ecology and botany; Amazon lowland tropical forest ecology and diversity issues; herbivory and pollination biology; natural history of the Galápagos; coastal and mangrove ecosystems; marine life of the Galápagos.

- Conservation and Policy
  Politics and economics of ecosystem conservation and management; social and environmental impacts of the flower, mining, and petroleum industries; ethnic groups: their environment and cultural survival; subsistence farming; consequences of resource exploitation; grassroots conservation efforts; ecotourism and tourism industry issues; appropriate and sustainable agriculture in delicate ecosystems; national parks and protected areas management: social and economic issues; environmental threats and potential solutions in different ecological regions in Ecuador.

- Educational Excursions
  Three weeklong field excursions and several day trips interspersed throughout the semester introduce students to the varied and unique ecosystems of Ecuador. The program typically includes excursions to the Ecuadorian Amazon, a cloud forest reserve, páramo and highland Andes, and the Galápagos Islands.

Intensive Language Study: Spanish
SPAN 2000–4000 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. The focus is on language skills applicable to the study of ecology and conservation. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further practice in homestays, lectures, and field visits.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences, focusing on how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field study may include designing a research project; writing a research proposal; interviewing; surveys; maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring, including species richness and biodiversity indices; population analysis; animal behavior; climatic analysis; soil and water analysis; Remote Sensing and Geographic Information Systems; several aspects of Environmental Impact Studies.

Credits 16
Program Base Quito

Language Study Spanish

Homestay Quito, 8 weeks

Rural Visit/Homestays 3–4 day rural homestays in the Galápagos Island of Isabela and in the Intag Cloud Forest

Other Accommodations Hostels, field camps, reserve lodges, and boats

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT. Four recent semesters of college-level Spanish or equivalent and the ability to follow course-work 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/ECE
Ecuador

Culture and Development

Study current development trends in Ecuador, a remarkable country with great cultural and biological diversity.

Coursework

Culture and Development Seminar
LACB 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines historical and current sociocultural and economic development trends and related movements in the Ecuadorian context with a particular emphasis on the multicultural composition of Ecuadorian society. Lecturers for the seminar are drawn from institutions such as Universidad Andina Simón Bolívar, Universidad Intercultural Amawtay Wasi, FLACSO (Facultad Latinoamericana de Ciencias Sociales), Universidad Politécnica Salesiana, FACES (Fundación de Acción Comunitaria), Fundación Equidad, and Coordinadora Política de Mujeres Ecuatorianas.

Seminar topics typically include:

History, Politics, and Economics
History and archaeology of pre-Columbian cultures; the colonial period; the republican period including the Liberal Revolution; US policy in Ecuador; current Ecuadorian politics; land tenure and capitalism in Ecuador; agro-export model; import substitution industrialization model; neoliberal model; foreign debt and economic crisis; dollarization; implications of the new Constitution.

Cultural Anthropology and the Humanities
Ethnic groups in Ecuador; identity; social structure; cultural values and beliefs; music, art, and literature; indigenous worldview; Afro-Ecuadorian culture; migration; traditional medicine; human rights; gender; education; interculturality.

Environmental Issues, Geography, and Ecology
Ecosystems and life zones in Ecuador; agrarian monocultures; extractive industries; human ecology and resource management; nature as subject of rights; water as a strategic resource.

Development Issues
Colonialism and coloniality of power; development institutions and their role; women in development; land reform; grassroots organizations; community-based initiatives; small-scale development; sustainability.

Educational Excursions
The program includes three major educational excursions: the cloud forest, the rainforest, and the central coastal region, including the city of Guayaquil. Students stay for several days in coastal villages and visit a settlement in the Amazon region.

Intensive Language Study: Spanish
SPAN 2000–4000 / 6 credits / 90 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience; ethnographic and anthropological perspectives; introduction to the Independent Study Project; cross-cultural adaptation and skills building; Workbook for Intercultural Dialogue; project selection and refinement; conceptual frameworks; 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 approved locations in Ecuador. Sample topic areas: indigenous crafts and agriculture; role of women in the economy and society; export trade and the changing economic system; conservation efforts led by grassroots organizations; rural development; intercultural and public health; ecotourism; social services and educational case studies; Andean culture and worldview; ethnicity and identity; citizenship and interculturality.

Credits 16
Program Base Quito
Language Study Spanish
Homestays Los Chillos, 4 weeks; Quito, 3 weeks
Other Accommodations Hostels, guest houses, or small hotels
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Women are key actors in popular markets throughout the country.
Mexico

Sustainable Development and Social Change

Explore the role and impact of Mexico’s civil society and key social movements in the struggle for sustainability and social justice.

Coursework

Sustainable Development and Social Change Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. Lecturers in Oaxaca are drawn from institutions such as the Universidad de la Tierra and the Center for the Integral Development of Campesinos of the Mixteca. In Chiapas, resources include the Indigenous Center for Integral Training and Otros Mundos.

Seminar topics typically include:

- Development and Sustainable Alternatives
- Civil Society and Social Change
- Indigenous Issues and Politics
- Alternative Education and Cultural Preservation
- Environment and Agriculture, Crises and Alternatives
- Grassroots Alternatives to Development

Service Learning and Reciprocity
Students participate in various group collaborative learning projects involving sustainability in Oaxaca, as well as engaging in reciprocity during their collaboration with community-based grassroots organizations for the Independent Study Project (ISP). Previous group projects have included work on rainwater harvesting systems, greenhouses, organic gardens, and reforestation.

Sustainability Workshop at the Eco-Community of Tierra del Sol
This two-day workshop looks closely at issues related to food production and water use at global and local levels. Related themes of agroecology and the movement toward local, democratic stewardship of water through the commons are also discussed. During the workshop, students have the opportunity to explore firsthand the various appropriate alternative technologies in place at Tierra del Sol, and to work on a group project related to sustainability.

Educational Excursions
The program includes field trips to community development sites and projects in the Mixteca and the Isthmus of Oaxaca, as well as to Zapatista and other communities in Chiapas. Students visit rural settings for individual and guided activities, which reveal community and sustainability, as well as key archaeological sites such as the Templo Mayor and Teotihuacan.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and through field-based research and collaboration. A key focus is preparation for the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; developing contacts and finding resources; developing skills in observation and interviewing; organizing of the ISP fieldwork journal, field study ethics and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Oaxaca, the Oaxacan Isthmus, Chiapas, or Mexico City. Sample topic areas: gender, autonomy, and indigenous issues; sustainable agriculture, migration, social resistance, and the Plan Puebla-Panamá. Students typically spend 20 hours or more collaborating with an NGO or grassroots organization related to their project.

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

Revolution, Transformation, and Civil Society

Explore the legacy of the Sandinista Revolution and its influence on Central American political and social movements. Examine current challenges to democracy and civil society in Nicaragua and El Salvador.

Coursework

Revolution, Transformation, and Civil Society Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. Students examine the historical development and short- and long-term impacts of Central American revolutionary movements from the social, political, and cultural contexts of contemporary Nicaragua; particular emphasis is placed on the role of Nicaraguan civil society and US-Nicaragua relations. Lecturers include Nicaraguan academics and leaders of civil society, including social and political activists, from institutions such as the Centro de Estudios Internacionales, Instituto Martín Luther King de la Universidad Politécnica de Nicaragua, Universidad Centroamericana, and Centro de Prevención de la Violencia.

Seminar topics typically include:
Political and Economic History
Independence and the formation of political parties; Sandino’s rebellion: 1927–1934; US involvement in Central America and the Caribbean; the Somoza dictatorship, the origins of the Frente Sandinista de Liberación Nacional (FSLN), the Sandinista Revolution, and the Contra War in the 1980s; present political perspectives; economic history, neoliberalism, privatization, and structural adjustment programs; Bolivarian Alternative for the Americas (ALBA).

Social Movements and Civil Society
Grassroots movements and social change; feminism, Nicaraguan women’s movements; social impact of economic change; economic cooperatives, maquilas, and community development.

Culture of Peace
Peaceful democratic transition; reconciliation; Peace of Culture theory and practice; Human Rights as the pillars to a Culture of Peace; civil rights and economic rights; citizen security; practical experiences of peacebuilding; economic issues of free trade versus fair trade.

Coastal Culture and Identity
Indigenous rights; coastal history; aspirations and frustrations of regional autonomy; Creole and Garifuna culture; community health and resource management.

El Salvador: A Comparative Lens
El Salvador’s civil war; the role of the United States; the 1992 Peace Accords; the Truth Commission and reconciliation; challenges to the current Frente Farabundo Martí de Liberación Nacional (FMLN) government; community-based alternatives; migration.

Educational Excursions
The program includes three in-depth field trips. The first, in the rural northern area of Nicaragua, focuses on sustainable agriculture development models and includes a rural stay in Matagalpa. The second is an excursion to El Salvador, where participants learn about Salvadoran history, society, and more general issues of regional integration, and have opportunities to meet and discuss issues with citizens from a wide range of backgrounds. Students also travel to Bluefields and Pearl Lagoon on the Caribbean coast and meet with representatives of Creole and Garifuna communities to discuss issues of autonomy and indigenous rights.

Intensive Language Study: Spanish
SPAN 2000–4000 / 4 credits / 60 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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.

Learn how program alumna and Oberlin College student Mariella Castaldi began speaking out on immigration, mining, worker compensation, and other pressing issues following her semester in Nicaragua with SIT. See www.sit.edu/NUR.

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

Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish and English with required readings, relevant educational excursions, and a strong field component. Through academic field study and experiential learning processes, students learn about the ecology and biology of a range of tropical terrestrial and marine ecosystems. Students also have the opportunity to examine the ecological, international, and sociocultural factors affecting tropical biodiversity conservation in one of the world’s most biodiverse countries. Lecturers are drawn from institutions such as the Smithsonian Tropical Research Institute, the University of Panama, and EARTH University in Costa Rica.

Seminar topics typically include:
- **Terrestrial Ecosystems**
  - Community ecology; conservation biology; forest-canopy ecology; mammal ecology; forest dynamics; botany; ecology of insect-plant relationships; bird behavior and ecology.
- **Marine Ecology**
  - Marine ecosystems and biodiversity; ecology and conservation of coral reef communities, mangrove biology, and wetland ecology; sea turtle biology and conservation.
- **Conservation in the Tropics**
  - Challenges to/for international protected areas and national parks; poverty and the environment; community forestry; indigenous cultures and natural resource use; industrial and sustainable agriculture; marine resources harvesting and conservation; ecotourism and conservation.
- **Educational Excursions**
  - The program engages in seven weeks of field study, including: courses at the Smithsonian Tropical Research Institute in Bocas del Toro and Barro Colorado Island; a birding ecology course at one of the Audubon Society’s “world’s top 10” birding sites; a wetland ecology course at a site deemed a Wetland of International Importance by the Ramsar Convention on Wetlands; a terrestrial ecology course in a UNESCO Biosphere World Heritage Site; a sustainable agriculture excursion at EARTH University in Costa Rica, the foremost sustainable agriculture college in the hemisphere; a sea turtle ecology and conservation course; a field stay at a sustainable coffee farm in La Amistad International Park buffer zone; visits to an organic agroforestry chocolate farm and to an industrial banana plantation.

Intensive Language Study: Spanish
SPAN 2000–4000 / 4 credits / 60 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 intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in field research methods in both the natural and social sciences. This course focuses on learning how to collect, analyze, integrate, and report ecological data to further the understanding of complex issues involving terrestrial and marine ecological conservation. Field studies include designing research projects; writing research proposals; interviewing; surveys; mapping; and maintaining a field journal. Specific ecological field study methods can include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population analysis; animal behavior; and water analysis. The course provides an introduction to the Independent Study Project, field study ethics, and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Depending on student interest, research can be conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other sites within Panama. Sample research topics: community resource management; regeneration of canopy emergents in primary forest; sustainable fisheries; coral reef organisms; mangrove health; nontimber forest products and local use; sustainable agriculture; agroforestry; ecotourism for resource conservation; ethnobotany.

Credits 16
Program Base Panama City
Language Study Spanish
Homestay Panama City, 4 weeks
Rural Visit/Homestays Protected area community, indigenous community, subsistence agriculture community, rural village in Costa Rica, Pacific coast community
Other Accommodations Hostels, farm houses, 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. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Headed by SIT Panama alumnus Tim Soo (Emory University), Few for Change raises tuition money for children living in one of five autonomous, indigenous territories in the mountains of Panama. Learn more at www.sit.edu/PNE.
Peru: Indigenous Peoples and Globalization

Examine traditional and contemporary societies in Peru, home to one of the largest indigenous populations in the Americas.

Coursework

Indigenous Peoples and Globalization Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The seminar examines Peru’s traditional and contemporary indigenous societies in the context of both Peruvian identity politics and the transnational pressures of globalization. Lecturers are drawn from institutions such as Centro Bartolomé de las Casas, the leading Peruvian Andean nongovernmental organization (NGO) focused specifically on indigenous and campeñino issues, and Centro de Estudios Literarios Antonio Cornejo Polar, a literary center in Lima.

Seminar topics typically include:

The Arts
Literature; language and linguistics; mythology; cultural representations; intellectual property; crafts; music and song; weaving; pre-Columbian artistic expression; theater and social change.

Community Development
Tourism; ecotourism; community business; urban migration; microenterprise; agriculture; subsidies; changing land use; leadership; mobilization.

History and Cultural Identity
Identity politics; cultural loss and retention; traditional elements of Quechua in modern society; religion; health and healing; multiple identities; transition; marginalization; roots of contemporary issues; oral and alternative histories; collective memory; sacred sites; colonial narratives.

Rights, Advocacy, and Policy
Social movements; international instruments and policy; land rights; water rights; human rights; resistance and struggle; protection of sacred sites; women’s rights; policy advocacy; grassroots initiatives.

Educational Excursions
The program includes excursions to the Sacred Valley in Cusco; to Maru National Park in the Peruvian Amazon, where students interact with Huachiperi communities engaged in natural resource management; to Lake Titicaca in Puno where students visit indigenous communities in Uros and Amantani islands; to Colca Valley, the world’s second-highest canyon (3,400 meters deep), known for its exceptional craftwork and vibrant festivals; and to Peru’s capital city of Lima, where students examine the realities of urban migration and witness contemporary activism efforts of prominent Peruvian lobbyists and NGOs.

Intensive Language Study: Spanish
SPAN 2000–4000 / 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 intensive intermediate or advanced classes, with further language practice in Cusco homestays, lectures, and field visits.

Intensive Language Study: Quechua
QUEC 1000 / 2 credits / 30 class hours
Emphasis on beginning oral and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice during rural homestays and excursions.

Field Study Seminar
ANTH 3500 / 2 credits / 30 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; specific attention to research ethics and intellectual property when working with marginalized peoples; exposure to non-Western research methodologies.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Cusco or in another approved location appropriate to the project in Peru. Sample topic areas: role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; urban indigenous communities; generational dynamics in cultural pride and heritage.

Credits 17
Program Base Cusco
Language Study Spanish, Quechua
Homestays Cusco, 6 weeks; Colca Canyon, 5 days
Other Accommodations Hostels, private homes, small hotels, and shelters in the Amazon
Independent Study Project 4 weeks
Prerequisites Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

The SIT Peru program is housed in Centro Bartolomé de las Casas (CBC), the leading Peruvian Andean NGO focused specifically on indigenous and campesinos issues. Learn more about CBC’s resources and programs at www.sit.edu/PER.
SIT Study Abroad Summer Programs

Students can take full advantage of their summer months through SIT Study Abroad’s summer programs, which utilize the same experiential academic approach as SIT’s semester programs. Each summer program focuses on critical issues and includes intensive study of a less-commonly taught language and/or a specific topic relevant to the local context.

BALKANS  State Building and Human Rights in Kosovo, Macedonia, and Serbia
BOLIVIA  Lens on Latin America
CHINA  Community Health and Traditional Chinese Medicine
ICELAND  Renewable Energy, Technology, and Resource Economics
INDIA  Himalayan Buddhist Art and Architecture
JORDAN  Intensive Arabic Language Studies
JORDAN  Water and Environmental Policy in the Middle East
MADAGASCAR  Traditional Medicine and Health Care Systems
MOROCCO  Intensive Arabic Language and Moroccan Culture
SOUTH AFRICA  Education and Social Change
SOUTH AFRICA  Globalization, Sports, and Development
SWITZERLAND  International Studies and Multilateral Diplomacy
UGANDA/RWANDA  Peace and Conflict Studies in the Lake Victoria Basin

SIT Study Abroad offers intensive Arabic studies in summer programs in both Jordan and Morocco.

SIT Post-Baccalaureate Opportunities

SIT works with recent college graduates to develop individualized opportunities focused on field research or community service. Options include a post-baccalaureate certificate or credit toward an SIT Graduate Institute master’s degree program.

For more information, including individual program prerequisites, credit, deadlines, and the admissions process, please call 888 272-7881 or see the SIT Study Abroad Web site at www.sit.edu/SA2011.
Other World Learning/SIT Programs

International Honors Program

International Honors Program (IHP), a program of World Learning/SIT Study Abroad, offers students a unique comparative learning opportunity to investigate significant global issues, in at least four contrasting countries during one or two semesters.

IHP students study issues relating to public health, the environment, globalization, urban planning, governance, social justice, and human rights.

To learn more about IHP, including itineraries, syllabi, faculty, on-site experiences, and alumni information, please visit www.ihp.edu.

PROGRAMS INCLUDE:

**Cities in the 21st Century: People, Planning, and Politics**
- Fall or spring semester
- Fall Itinerary: Detroit, Sao Paulo, Cape Town, Hanoi
- Spring Itinerary: New York City, Delhi, Dakar, Buenos Aires

**Health & Community: Globalization, Culture, and Care**
- Spring semester
- Spring Itinerary #1: Switzerland, India, China, South Africa
- Spring Itinerary #2: United States, South Africa, Viet Nam, Brazil

**Rethinking Globalization: Nature, Culture, and Justice**
- Academic year
- Itinerary: United States, India, Tanzania, New Zealand, Mexico

SIT Graduate Institute

SIT offers internationally focused, full-time and low-residency master’s degrees, as well as certificate and professional development programs designed to advance your career. Programs include international education, NGO and nonprofit management, sustainable development, social justice in intercultural relations, conflict transformation, and Teaching English to Speakers of Other Languages (TESOL).

Founded more than 40 years ago as School for International Training, SIT served as a training center for early Peace Corps volunteers. Today, SIT Graduate Institute prepares students from more than 30 countries to become informed and effective leaders, professionals, and global citizens.

For more information about program areas, requirements, deadlines, and the admissions process, please call 1-800-336-1616 (toll-free within the US) or 1-802-258-3510, email admissions@sit.edu, or visit our Web site at www.sit.edu/graduate.
About World Learning

World Learning is a nonprofit organization that runs education, training, and exchange programs in nearly 70 countries, serving participants from more than 140 countries. Founded in 1932, World Learning works globally to enhance the capacity and commitment of individuals, institutions, and communities to create a more peaceful and just world.

The Experiment in International Living

The Experiment offers summer abroad programs for high school students in 30 countries worldwide. Each program challenges students to develop a close connection with the people and culture of another country. Students experience daily life firsthand within a caring host family and as part of a diverse group sharing a fun and thought-provoking adventure. Through homestays, community service, language training, outdoor adventure, art, and experiential learning, students build leadership and communication skills, gain essential international experience, increase self-confidence, and enhance global awareness. www.experimentinternational.org

International Development Programs

World Learning International Development Programs focus on a single purpose: to bridge the gap between the desire for human development and the ability to achieve that goal. Programs in more than 20 countries work to enhance the capacity of individuals, communities, and institutions to take ownership of their own development, secure just and effective policies and structures, and create sustainable positive change. Focus areas are Civil Society and Governance; Education; HIV/AIDS; International Professional, Academic, and Cultural Exchanges; and Capacity Development and Training.

For more information about World Learning and interconnected opportunities, visit www.worldlearning.org.

Study Critical Global Issues

SIT Study Abroad

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Photo by Melissa LaMark, Australia: Sustainability and Environmental Action.

Study Critical Global Issues

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Bridging cultures. Transforming lives.

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