



Research Methods and Ethics

ANTH 3500 (3 credits / 45 hours)

SIT Study Abroad Program:
Argentina: Social Movements and Human Rights

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

The *Research Methods and Ethics* course (RME) introduces students to the conceptual and practical tools for gathering primary data and the knowledge and skills that are essential to forming constructive relationships with organizations and/or individuals, which are necessary for completing an academic project in the cultural context of Argentina. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Argentina; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Argentina and the program's Critical Global Issue focus, Peace | Human Rights | Social Movements. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

The main emphasis of the course is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The course includes lectures on qualitative methods of research in social sciences and in particular Social Movements and Human Rights, development of a research proposal or internship proposal, and preparation of an application for review of research with human subjects. All students will participate in an overview of research design and methodological approaches to program themes. Ethical considerations related to conducting research or completing an internship will be discussed. The overall aim is to help students hone their experience-based learning processes and prepare them for the development of an Independent Study Project (ISP), which is largely based on the data gathered from primary sources, or an internship at a local organization.

Learning Outcomes

The Research Methods and Ethics course comprises 45 hours. Upon completion of the course, students will be able to:

- Show an acute sense of positionality and perspective and operate independently, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;
- Demonstrate awareness of appropriate methods and ethics used in field research in the critical global issue of Social Movements and Human Rights OR demonstrate awareness of the ethics of internship in the context of Argentina;

- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- Produce an Independent Study Project proposal or an Internship Workplan that is in strict observance of ethical academic standards and local values.

Language of Instruction

This course is taught in Spanish and students will be exposed to vocabulary related to course content through in-country expert lectures and field visits to a wide range of venues and regional locales.

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

NOTE:

Besides the required readings for each class, students must read the following texts, related to ethics. These texts will be discussed throughout the seminar and students will be expected to use them in order to prepare their field excursions presentations.

- Newman, W. Laurence (1997). Chapter 18: Ethical and Political Issues in Social Research. In *Social Research Methods. Qualitative and Quantitative Approaches* (pp. 427-459) Boston: Allyn and Bacon, Ed.
- Rance, Susanna y Mulder, Silvia, Investigando con ética: aportes para la reflexión-acción, Comité de Investigación, Evaluación y Políticas de Población y Desarrollo (CIEPP) y Population Council; La Paz, Bolivia, 2001; Pgs. 11-15, 33-39, 48-55.

Module 1: Experiential Learning and Positionality in Field-Based Research

This introductory module is designed to introduce students to field-based research in a study abroad context. Students learn how to relate to local communities and individuals. Most particularly, this module allows students to discover the power of experiential learning and use it as a tool to connect to local communities and individuals and develop into reflexive researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

Session 1. Orientation. Learning in Argentina: Experiential learning. Cultural learning, adaptation and academic expectations. RM&E role.

Ana Laura Lobo and Gabriel Noel

Experiential Learning Discussion of experiential learning, cultural learning and adaptation. What does it mean to learn and study in a new culture and environment? We will discuss academic and student expectations under the experiential learning model, discuss doubts and answer questions about learning in an Argentine classroom; differences/similarities. We will look at group dynamics and discuss group norms while analyzing hypothetical situations as a group.

Doing Field-Based Research in a Study Abroad Context. Experiential methods. Presentation of the basics of RM&E Seminar and the importance of cultural observation. Discuss the importance of and how to maintain a field journal. Introduction to DIE method of observation. We will also deliver RM&E schedule and syllabus for your reading.

Description of the basic aspects of ISP and internship: objectives, processes, requirements, expectations, timeframes and check list of your duties during the ISP period.

Ethics: Homestay as a cultural experience site of learning.

Positionality and Outsider/Insider Research.

Exercise 1: In session: Introduction of cultural observation activity and its objectives.

Due date: _____ **not later than 11:00 AM**, deliver your field journal's entries (you can scan and upload your entries to Moodle).

Required Readings:

- "Introducción" y "¿Para qué investigar?" in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.

Session 2. Understanding the host culture: Prepare yourself for the ISP/ internship experience

Ana Laura Lobo and Gabriel Noel

First part: Discuss first impressions about daily life in Buenos Aires and cultural repertoires. Review DIE method of observation and importance of field journaling during the semester. We will use the assignment to reflect about cultural norms, positionality, experiential learning, methods, and challenges.

Setting the stage: We will examine work-based norms and practices related to conducting research/internship in Argentina, specially focusing on NGOs and social movements.

Second part:

ISP track: General expectations about ISP. Share possible ISP themes and interests. Introduction to the process of designing an ISP proposal. Details about exercises as progressive tasks to complete your ISP proposal.

Internship track: General expectations about the Internship. Internship as a learning opportunity. Share possible internship themes, interests and organizations. Introduction to the process of place an internship site. Details about exercises as progressive tasks to complete your internship proposal.

Exercise 2: Take some time to review RM&E syllabus, chronogram, handbook, guide of exercises and ISP syllabus / Internship handbook.

Required Readings:

- Chapters 1, 2 and 7 of in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.

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ISP track:

- Butters, S. (2003). "The logic-of-enquiry of participant observation". En *Resistance through Rituals. Youth subcultures in post-war Britain*. Ed. By Stuart Hall & Tony Jefferson.

Internship track:

- Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole (selection of chapters 1, 2 and 3).

Recommended readings.

- Benzecry, Claudio (comp.) (2012). "Introducción. Cultura. Instrucciones de uso". *Hacia una nueva sociología cultural. Mapas, dramas, actos y prácticas*. Universidad Nacional de Quilmes. (Available on Moodle)
- Barth, Fredrik (1976) *Los Grupos Étnicos y sus Fronteras: la Organización Social de las Diferencias Culturales*, México: FCE (Introducción).
- Bourdieu, Pierre (2000) "L'objectivation participante", *Actes de la rechenhe en sciences sociales*, N° 150, 2003, pp. 43-58. "Participant Objectivation" (Bourdieu's speech given during the presentation of "Huxley Memorial Medal for 2000, Royal Anthropological Institute of London), *The Journal of the Royal Anthropological Institute*, 9- 2, June, 2003, pp. 281-294. Available on: <http://onlinelibrary.wiley.com/doi/10.1111/1467-9655.00150/abstract>
- Sewell, William H. Jr. (1992) "A theory of structure: Duality, Agency and Transformation". In *The American Journal of Sociology*. Vol. 98, No. 1 (Jul. 1992), pp. 1-29. (Available on Moodle)
- Swidler, Ann (1986) "Culture in Action: Symbols and Strategies" en *American Sociological Review*, Vol. 51, No. 2. (Apr., 1986), pp. 273-286. (Available on Moodle)

Module 2: Research Methods and Ethics in Peace | Human Rights | Social Movements

This module focuses on the tools and methods required for conducting quantitative and/or qualitative field research in observance of the ethics and value

Session 3 (ISP track) Introduction to qualitative social research and the research problem

Gabriel Noel and Paula Boniolo

The importance of a research question in ISP. From questions to research problems. General design of qualitative social research (themes, questions, general and specific objectives).

Introduction to the main characteristics of qualitative research. Different designs in qualitative research. Defining research themes and research questions.

Ethical considerations related to social research: reflect on the limits of research, fieldwork and different solutions to face these problems.

Exercise 3: In class debrief in detail exercise 3. Analyze an ISP proposal.

Due date: ____ before 12:00 AM

Required Readings:

- Booth, W. C.; G.G. Colomb and J.M. Williams (2003). Chapter 3: Planning your project: From topics to questions. In *The Craft of Research*. Chicago: University Chicago Press.

- “Capítulo 1 y 2” in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.

Session 3 (Internship track). The importance of an intervention question in internships.

Ana Laura Lobo and Brenda Pereyra

Internships as participatory research action. Reflexive practicum. Introduction to workplan. Social organizations in Argentina: working in an international context. The application process.

Exercise 3: In class debrief in detail exercise 3. Analyze an internship workplan.

Due date: ____ before 12:00 AM

Required readings:

- Cassís Larraí, Adad (2011) “Donald Schön: Una práctica profesional reflexiva en la universidad”. En *Compás empresarial*. Vol. 3- Número 5. Pps 14-21.
- Cap.6 *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.
- Internship Handbook.
- Sirvent, T. and Rigal, L. “La investigación acción participativa como un modo de hacer ciencia de lo social” en *Revista Decisio*. Mayo 2014. Pps. 7-12 Available on: http://www.crefal.edu.mx/decisio/images/pdf/decisio_38/decisio38_saber2.pdf
- Travi, Bibiana (2003) “La investigación diagnóstica en Trabajo Social: la construcción de problemas a partir de la demanda de intervención profesional”. En: Escalada, Soto, Fuentes y otros. *El diagnóstico social. Proceso de conocimiento e Intervención Profesional*. Buenos Aires: Espacio Editorial. Pp. 93 a 109.

Session 4 (ISP track). The research process: From questions to research problems.

Gabriel Noel and Paula Boniolo

The role of theory and method in the construction of the object of study. Exploratory tasks (visits, exploratory interviews and bibliographical review). The theoretical framework and its relationship to the research problem in different research designs. From your experience at Ex ESMA, we will focus on the state of the art: critical review of accumulated knowledge. Introduction to bibliographical review and elaboration of the theoretical framework.

Exercise 4: Bibliographical selection and analysis of ISP report (available on Moodle).

Due date: ____ no later than 9:00 PM.

Exercise 5: Bring to session 4 your observations and fields notes of your visit to EX ESMA.

Required Readings:

- Booth, W. C.; G.G. Colomb and J.M. Williams (2003). Chapter 3: Planning your project: From topics to questions. And Chapter 4: Finding Topics: From questions to problems. In *The Craft of Research*. Chicago: University Chicago Press.
- Marshall, Catherine & Rossman, Gretchen. “The what of the study: Building the Conceptual Framework” in *Designing Qualitative Research*. Sage Publications, California, 2006.

- “Caps. 1, 2 y 3” in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.

Session 4 (Internship track). The exploratory phase

Ana Laura Lobo and Brenda Pereyra

From your experience in EX ESMA we will introduce the description of institutions and we will prepare yourself for your first visit to the host organization. How to develop a contextual reference framework. Bibliographical review and first observations.

Exercise 4: Analyze what you can find on the web about your possible host organization. Bibliographical selection and analysis of ISP/INT report (available on Moodle) related to your field/organization of interest.

Due date: ____ no later than 9:00 PM.

Exercise 5: Bring to session 4 your observations and fields notes of your visit to EX ESMA.

Required Readings:

- “Caps. 1, 2 y 3” in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.
- Internship Handbook
- Sirvent, T. and Rigal, L. “La investigación acción participativa como un modo de hacer ciencia de lo social” en *Revista Decisio*. Mayo 2014. Pps. 7-12 Available on: http://www.crefal.edu.mx/decisio/images/pdf/decisio_38/decisio38_saber2.pdf
- Travi, Bibiana (2001) “La investigación diagnóstica en Trabajo Social: la construcción de problemas a partir de la demanda de intervención profesional”. En: Escalada, Soto, Fuentes y otros. *El diagnóstico social. Proceso de conocimiento e Intervención Profesional*. Buenos Aires: Espacio Editorial. Pp. 93 a 109.

Recommended Readings:

- Quivy, R. y L. Van Campenhoudt (2000). Primera Etapa (La pregunta Inicial), Segunda Etapa (La exploración) y Tercera Etapa (La problemática). In *Manual de investigación en ciencias sociales* (pp. 25-99). México D.F.: Limusa.

Session 5 (ISP track). Workshop.

Gabriel Noel and Paula Boniolo

Introduction to exercise 6 (I to IV). During class students will start working on 6 (I and II).

Exercise 6 (I and II)

6.I. Write a paragraph with two or three ideas about your field of interest, topics and possible questions. Identify, select and create a list of 5 papers. Identify and contact experts in the area, schedule an interview.

6.II. Bibliography card. Identify central theories and concepts. Then, rehearse a research question and a general objective.

6.I and 6.II Due date: ____

6.III and 6.IV Due date: ____ **before 10 PM.**

Session 5. (internship track). Workshop.

Ana Laura Lobo and Brenda Pereyra

Introduction to exercise 6 (I to IV). During class students will start working on 6 (I and II).

Exercise 6 (I and II)

6.I Write a paragraph with two or three ideas about your field of interest. Develop your CV in Spanish. Write a cover letter to the host institution.

Do a brief description of your possible host organization. Questions and doubts about the organization.

Identify, select and create a list of 5 papers related to your organization/field of interest.

Identify and contact referents of your possible institution. Schedule a first visit to the institution to do an exploratory interview during the first week of October.

6.II Bibliography card. Identify central theories and concepts. Then, rehearse a research question and a general objective

6.I and 6.II Due date: _____.

6.III and 6.IV Due date: _____ before 10 PM.

Session 6. From the *What of the Study* to *How to conduct a research*. Focus on in depth interviews and observation.

Ana Laura Lobo, Paula Boniolo and Gabriel Noel

Research design. Data gathering techniques: The use of the interview and observation in qualitative research. Characteristics, stages, format. Constructing interview questions. The role of research objectives and concepts in interview and interview questions. The importance of questions. Entering the field.

Ethical and cultural sensitivity in the process of interviewing, observing and entering the field.

Exercise 6 (III and IV)

Due date: _____ before 10 PM.

Exercise 7 (I): In class, we will create a guide of questions and an observation guide to apply in an interview with a gatekeeper/key informant.

Required Readings:

- Cap. 4 of *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.
- Marshall, C. and G. Rossman (1994). Chapter 3: How to conduct the study: designing the research. In *Designing qualitative research* (pp. 38-76). London: Sage Publications.
- Marshall, C. and G. Rossman (1994). Chapter 4: Data Collection Methods. In *Designing qualitative research* (pp.78-107). London: Sage Publications.
- Glesne, C. (2006). Chapter 4: Making words fly: Developing understanding through interviewing. In *Becoming qualitative researchers. An introduction*. (pps. 79-109) Boston: Pearson, Allyn and Bacon, Ed.

Recommended Readings:

- Guber, R. (1991). Chapter 10: La entrevista antropológica 1: introducción a la no directividad; and Chapter 11: La entrevista antropológica 2: preguntas para abrir los sentidos. In *El salvaje metropolitano* (pp. 191-251) Buenos Aires: Editorial Legasa.

Session 7 (ISP track). Qualitative analysis: Codification of primary data.

Gabriel Noel and Paula Boniolo

In this session we will have our first introduction to codification of primary data. Next, we will go deeper into codification techniques.

Exercise 7 (II): Before class, read critically, in depth interviews (available on Moodle)

Due date: _____, **before 9:00 AM**

Exercise 7 (III): In class we will code interviews.

Required Readings

- Babbie, E. (2001) *The Practice of social research*, USA. Wadsworth. Part 4. "Analysis of Data", pp. 364-369
- Patton, Q. M (2002) *Qualitative Research and Evaluation Methods*, London, Sage publications. Pp. 431-494.
- Cap. 5 of *Research Methods and Ethics Handbook*. SIT-Fundación World Learning Argentina.

Recommended Readings:

- Jones, D.; Manzelli, H. and Pecheny, M. (2004). La teoría fundamentada: su aplicación en una investigación sobre vida cotidiana con VIH/sida y con hepatitis C, In Kornblit A.L. (coord.) *Metodologías Cualitativas en ciencias sociales. Modelos y procedimientos de análisis* (pp. 47-76). Buenos Aires: Biblos.
- Taylor, Steven and Bogdan, Robert; (1986) "El trabajo con datos. Análisis de los datos en la investigación cualitativa" en *Introducción a los métodos cualitativos de investigación*, Pgs. 152- 176.

Session 7 (Internship track). Analysis and reflection about exploratory tasks.

Ana Laura Lobo and Brenda Pereyra

In class we will analyze your experience of the first interview and visit to the organization, to develop your workplan and draft of learning agreement.

Module 3: Project Proposal Development

Based on learning and engagement in the preceding course modules, this module focuses on ISP and internship proposal development and guiding students through the development of the Human Subjects Review (HSR) application for review by the Local Review Board (LRB). This critical phase in the course involves both large student group meetings and individual student meetings with the academic director and the ISP advisor or internship supervisor.

Session 8 (ISP track). Designing proposals.

Gabriel Noel and Paula Boniolo

Review, discuss, define and reflect. Elements of the proposal. How to order the research/internship proposal. Students will discuss their ISP ideas in small groups.

During class we will review and discuss rubrics and the field journal.

Presentation of Exercise 8 first draft of ISP/internship proposal. During class students will start working on it.

Due date: _____ **before 10 PM.**

Required Reading:

- *Research Methods and Ethics Handbook*. SIT-Fundación World Learning Argentina.

Recommended Readings:

- Creswell, J. (1994). Chapter 9: A qualitative procedure, in *Research Design. Qualitative & Quantitative Approaches* (pp- 143-159). Thousand Oaks (California): Sage Publications (Traducción de la Cátedra Metodología de la Investigación Social, Graciela Infesta Domínguez, Carrera de Sociología, UBA: por María José Llanos Pozzi. Editada por Hernán Manzelli).

Session 8 (Internship track). Designing workplan and learning agreement.

Ana Laura Lobo and Brenda Pereyra

Review, discuss, define and reflect. Elements of the proposal. How to order the internship workplan. Students will discuss their workplan and learning agreement drafts and ideas in small groups.

During class we will review and discuss rubrics and the field journal.

Presentation of Exercise 8 first draft of workplan and learning agreement. During class students will start working on it.

Set a second visit and interview to the host organization for the week of _____.

Due date: _____ **before 10 PM.**

Required Reading:

- *Research Methods and Ethics Handbook*. SIT-Fundación World Learning Argentina.
- *Manual de Pasantías*. SIT-Fundación World Learning Argentina.

<p>During the trip to the South: Students can ask for group or individual interviews with the AD to discuss ideas about ISP/internship projects.</p>

Session 9. Academic interviews

Ana Laura Lobo, Brenda Pereyra, Eliana Ferradás and Paula Boniolo

In individual interviews, we will discuss your proposals.

Exercise 8: Deliver your first draft of ISP proposal / Internship workplan

Due date: _____ Before 10.00 PM.

Session 10. Proposal development Writing up report and the field journal.

Introduction to IRB Forms

Ana Laura Lobo y María Eugenia Díaz

We will present the ideal structure of your ISP and challenges in writing it. We will also talk about the ethics of publishing and communicating results. We will explain how to keep a work journal throughout your ISP.

Simultaneously, in small groups, students will review IRB forms.

Session 11. Academic interviews.

Ana Laura Lobo and Paula Boniolo

Set up an interview with teachers to talk about your ISP.

Students will have interviews to discuss their proposals. These interviews are optional but if professors think they need to chat with you, you must assist.

Exercise 9: Deliver your second draft of ISP Proposal (optional) and IRB forms (mandatory for ISP and INT track). Due date: _____ Before 10.00 PM.

Session 12. Academic interviews.

Ana Laura Lobo, Gabriel Noel and Paula Boniolo

Set up an interview with teachers to talk about your ISP.

Students will have interviews to discuss their proposals. These interviews are optional but if professors think they need to chat with you, you must assist.

Exercise 10: Hand in final ISP Proposal/INT workplan. Due date: _____ before 10:00 PM

Evaluation and Grading Criteria

Timely completion of all assignments is expected. Late hand-ins will be penalized by 0.5 points a day. We will not receive assignments a week after the due date. All assignments are evaluated according to organization, analytical quality, and depth of understanding, argument and presentation of evidence.

Description of Assignments

1. Presentations of visits:

Students will present orally, the experiences lived during field excursions. An “A” will be given to students that follow instructions, relate the experience with the classes’ content and achieve a reflective perspective.

2. General exercises and field journal entries:

Students will be assigned analysis exercises related to cultural observation, skill exercises, data gathering techniques, analysis, etc.

An “A” is the work that responds to all the questions given in an analytical perspective and which students have applied all the concepts given in class.

Field journal entries: An “A” will be given to fields journal that are complete, applies DIG methods, make reflections, includes the assignment assigned during the trip to the South, and relates theoretic and methodology reflections with observation.

3. Exercises related to research/internship proposal:

Students will hand in a proposal for a field of study and/or a theme, a proposal of a question or research problem, drafts and a final research proposal. The grade will take into account the final product but also the drafts and the interest the student has in the definition of the research proposal. An “A” will be given for a student who hands in a proposal that includes all the topics seen in class. It should have a clear research question; a well-developed theoretical framework for the research question and a complete proposal with all its components. The student should also hand in a pre-research proposal with the components required. The student should also hand in the IRB form taking into account the ethical principles of research with human subjects.

4. Participation.

Assessment

- | | |
|---|-----|
| 1. Presentations of visits _____ | 20% |
| 2. General exercises and entrances to field journal _____ | 30% |
| 3. Exercises related to research proposal _____ | 40% |
| 4. Participation _____ | 10% |

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Research: If the research has been funded by a U.S. government agency, or if the student plans to take this research back to the home school or community for further dissemination, then the student may be required to follow standards from their home institutions in addition to the Local Review Board and those of the Office for Human Research Protections, with which SIT is registered. For applications that require a full review, the academic director will forward any questions or concerns that cannot be resolved at the program level (through the Local Review Board) to SIT's Institutional Review Board.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.