



Research Methods and Ethics

ANTH 3500 (3 credits / 45 class hours)

SIT Study Abroad Program:
Bolivia: Multiculturalism, Globalization, and Social Change

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 seminar (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 Bolivia. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Bolivia; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays particular attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Bolivia and the theme of Multiculturalism, Globalization and Social Change. Broadly, the seminar introduces students to both qualitative and quantitative approaches of social science field research.

The main emphasis of the seminar is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The seminar includes lectures on qualitative methods of research in social sciences and in particular in multiculturalism, globalization and social change; development of a research 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 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.

Learning Outcomes

The Research Methods and Ethics course comprises of 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 issues of multiculturalism, globalization and social change;
- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- Produce an Independent Study Project proposal that is in strict observance of ethical academic standards and local values and that includes a research question, sample review of the relevant literature, outline of the research methods, and anticipated ethical challenges and ways of addressing them.

Language of Instruction

This course is taught in Spanish and English 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.

Module 1: Experiential Learning and Positionality in Field-Based Research in the Context of Bolivia

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.

Sessions

Doing Field-Based Research in a Study Abroad Context

Cultural Adjustment Cycle

Homestay as a Cultural Experience and Site of Learning

Identities: Positionality and Intersectionality in a Cross-Cultural Setting

Anti-oppression, Group and Power Dynamics in Study Abroad, and Decolonizing the Self

Module 2: Research Methods and Ethics in Multiculturalism, Globalization and Social Change

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

Sessions

Observation and Notetaking

The Use of Storytelling in Research

Interviewing in Bolivian Contexts

Reciprocity and Decolonizing Research Methodologies

Ethical Issues in Research in Bolivia

Participant Observation in a Rural Setting (Andes and Amazon Basin)
Keeping a Work Journal
Data Analysis and Interpretation

Module 3: Introduction to the ISP

This module will describe the ISP processes and help students brainstorm ideas and set goals for their ISP. The module will include a review and critique of past ISP papers.

Sessions

Overview of the ISP
Intro to Research Advisors and Library Resources
Review of past ISPs
Identifying and working with an ISP Advisor
One-on-one Meetings with the Academic Director and RME Advisor to Discuss Preliminary ISP
Selecting Topics, Formulating Research Questions, and Literature Review

Module 4: Project Proposal Development

Based on learning and engagement in the preceding course modules, this module focuses on ISP 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.

Sessions

Regular one-on-one Meetings with Academic Director and RME Advisor
Writing an ISP Proposal
Writing a Literature Review
Writing the HSR Application
ISP Proposal Presentation and Discussion

In addition to the sessions described below, as part of this course each student will be assigned an individual RME research advisor. Each student will have six 20-minute individual meetings with their RME advisor to develop and carry-out an individualized pre-ISP research plan.

Session 1: Doing Field-Based Research in a Study Abroad Context: Observation and Note-taking

Required Readings

Wendt, J. Description-Interpretation-Gut Reaction (modified from the original). University of Minnesota.

SIT Study Abroad Photography Guidelines and Tips

Session 2: Identities: Positionality and Intersectionality in a Cross-Cultural Setting

Required Reading

SIT Spring 2017 Safe Space Agreement Proposal

Identity in Study Abroad: Exploring Cultural Competencies and Privilege. (2011, Aug. 1). From Abroad101.com Study Abroad Review Blog.

Illich, I. (1968). *To Hell with Good Intentions*. Address to the Conference on InterAmerican Student Projects. Cuernavaca, Mexico http://www.swaraj.org/illich_hell.htm

Session 3: Anti-oppression, Group and Power Dynamics in Study Abroad, and Decolonizing the Self (Part I)

This is the first of a series of three sessions designed to develop introspection and self-awareness with respect to the power dynamics present in a study abroad experience. Students will be challenged to navigate U.S./Bolivian cultural differences and to construct their own framework for understanding their individual and collective experiences around these issues.

Session 4: Research Advisers and Library Resources

Students will meet in small groups and individually with their RME research advisers and attend information sessions on how to use the SIT Library and the CEDIB research library.

Session 5: Cross Cultural Adjustment, Storytelling in Research, and Interviewing in Bolivian Contexts

Required Readings

Goldbard, A. (2005). *The Story Revolution: How Telling Our Stories Transforms the World*. Community Arts Network Reading Room. http://wayback.archive-it.org/2077/20100906202511/http://www.communityarts.net/readingroom/archivefiles/2005/01/the_story_revolution.php

Dorris, M. (1989). Shining Agate. *The Journal of Comparative Ethnography*, 31 (6), 188–216.

Rich, A. (1993). North American Time. In Charlesworth B., Gelpi & Gelpi, A. (Eds). *Poetry and Prose: Poems, Prose Review and Criticism*. New York: W. W. Norton & Company.

Interviewing Tips for SIT Students. Unpublished handout. SIT Study Abroad program in Bolivia.

Baptista, N. 2017. "Consejos para entrevistas en Bolivia". Unpublished handout. SIT Study Abroad program in Bolivia.

Paulson, S. 1992. "Pointers on Rural Field Research in Bolivia. Unpublished manuscript. Cochabamba, Bolivia.

Seidman, I.E. (1991). Technique Isn't Everything, But It's A Lot. In *Interviewing as Qualitative Research* (56-71). New York: Teacher's College Press.

Required if you have never taken a social science research class before

Glesne, C. (2006). Meeting Qualitative Inquiry. In *Becoming Qualitative Researchers: An Introduction* (1-20). Boston: Allyn and Bacon.

Session 6: Anti-oppression, Group and Power Dynamics in Study Abroad, and Decolonizing the Self Part (II)

Session 7: Decolonizing Research Methodologies and Reciprocity

Required Readings

Harley, N. (2017). *Documenting the Salar: Our Version of Their Story*. New York: NACLA. Retrieved from: <https://nacla.org/news/2017/08/18/documenting-salar-our-version-their-story>.

Sharp, J. (2009). Can the Subaltern Speak? In *Geographies of Postcolonialism: Spaces of Power and Representation* (109-115). Sage Publications.

Watkins, M. and Shulman, H. (2008). Selected sections of: Critical Participatory Action Research (Chapter 13, pp.266- 278). In *Towards Psychologies of Liberation*. New York and Hampshire: Palgrave Macmillan.

Miner, H. (1956). Body Ritual Among the Nacirema. *American Anthropologist*, 58 (3), 503–507.

Tips on Feasibility of ISP Topic Ideas. SIT Bolivia Handout.

Methodology sections from selected SIT Bolivia ISP Papers.

SIT Bolivia Student Reciprocity Projects. Unpublished handout. SIT Study Abroad program in Bolivia.

Recommended Readings

Wane, N. (2013). [Re]Claiming my Indigenous knowledge: Challenges, resistance, and opportunities. *Decolonization: Indigeneity, Education & Society*, 2(1), pp. 93-107.

Wolf, M. 1992. "Writing Ethnography: The Poetics and Politics of Culture". In *A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University Press.

Session 8: Ethical Issues in Research in Bolivia

Required Readings

Rosaldo, R. (1989). Introduction: Grief and a Headhunter's Rage. In *Culture and Truth: The Remaking of Social Analysis* (1-21). Boston: Beacon Press.

SIT Study Abroad Policy on Ethics

Human Subjects Review Policy

Application for Human Subjects Review and Forms

SIT Bolivia Student Ethical Situation Scenarios. Unpublished handout. SIT Study Abroad program in Bolivia.

Salinas S., Rance, S., Serrate, M. and Castro, M. (2000). Unethical Ethics? Reflections on Intercultural Research Practices. *Reproductive Health Matters*, 8(15), 104-112.

Recommended Reading

Watkins, M. and Shulman, H. (2008). Placing Dialogal Ethics at the Center of Psychological Research (Chapter 14). In *Towards Psychologies of Liberation*. New York and Hampshire: Palgrave Macmillan.

Session 9: Participant Observation in a Rural Setting #1 (Andean)

Required Readings

Village Stay Topics and Starter Questions

Work Journal Guidelines

Session 10: Keeping a Work Journal, Making Sense of (Analyzing) Information, Literature Review and Human Subjects Proposal

Required Readings

Rossman, G. & Rallis, S. (2003). Analyzing and Interpreting Data (selected excerpts). In *Learning in the Field: An Introduction to Qualitative Research* (267-273). Thousand Oaks: Sage Publications.

Sunstein, B. & Chiseri-Strater, E. (2007). Analyzing Your Fieldnotes. In *Field Working: Reading and Writing Research* (105-107). Boston & New York: Bedford/St. Martin's.

The following required readings are located in your ISP Syllabus reader:

Goethe, J. (1835). Until One Is Committed.

Handouts and Forms:

Realities of Conducting the ISP

Suggestions for Dealing with ISP Advisors

Letter to Advisor

Project Advisor Information Sheet

Requirements for ISP Site Approval

Final ISP Proposal Guidelines

ISP Syllabus

Procedures and Criterion for Non-Traditional ISPs

Work Journal Guidelines

ISP Oral Presentation Guidelines

Session 11: Participant Observation in a Rural Setting #2 (Amazonian)

Required Readings

Village Stay Topics and Starter Questions

Work Journal Guidelines

Session 12: Optional Workshop for Help with ISP Proposals and HSP Proposal

Session 13: Lessons Learned, Oral Presentations and Logistics

Required Reading

Important ISP Information (in ISP Syllabus Reader)

Evaluation and Grading Criteria

Detailed descriptions of the assignments below will be provided to students.

ISP Prep Assignments and Individual Meetings with RME Advisor

Each student will complete a minimum of six individual ISP prep assignments which practice step-by-step the basic research techniques and methodological considerations presented in the course. Students are required to prepare for 6 graded meetings with their RME advisor and to orally present the results of their assignments to their RME advisor.

Village Stay Reflection/Journal Entry

Each student is write a 1-4 page journal entry reflecting upon a significant or impactful aspect of their village stay experience. Alternative to the journal entry may include a reciprocity project. As part of the journal grade and reciprocity to the community, all students must submit 5 printed photos of their village stay families (in the Andes and in the Amazon Basin) which will be given to the families by SIT the following semester.

ISP Proposal

Prior to the beginning of the Independent Study Project period, each student will submit a research proposal for their ISP, including an abstract, statement of purpose, description of proposed field study methods (including potential interview questions), literature review, reflections on format and reciprocity, and a preliminary bibliography.

Leading Reading Discussion

There will be four 20-minute class discussions on readings. Each student (in pairs) is required to lead one of these discussions and turn in prepared discussion questions to the AD.

Participation

This includes active involvement in lectures, readings, discussions and excursions.

Grading Scale

Assignment	% of grade
ISP Prep Assignments and RME Advisor Mtgs	50%
Village Stay Journal or Reciprocity Project	10%
ISP Proposal	25%
Lead Reading Discussion	5%
Participation	10%

Grading Scale

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

Alternative Forms to Written Assignments

In this course, as for all courses on this program, students are invited to submit some or all of your assignments in formats other than the traditional written paper. Alternative (or non-traditional) formats could include photography, video, music, creative writing, painting, etc. Students must obtain prior approval from the ADs for non-traditional formats and set up clear criteria for insuring academic rigor.

Video Students

Students who plan to produce their ISP in video format should submit appropriate sections of your journal in video format (for example, the interviews and participant observations during village stay).

Student 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.

Expectations and Policies

Please see the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, academic 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>.