Research Methods and Ethics
ANTH-3500 (3 credits / 45 hours)

SIT Study Abroad Program:
Senegal: Hip-hop, African Diaspora and Decolonial Futures

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.

Course Description
Drawing upon the myriad of in-country experiences, cultural encounters, conversations in homestays, and community observations, the Research Methods and Ethics course is primarily designed as a field-based course, complemented by classroom lectures, assigned readings and discussions facilitated by the academic director. The course relies on SIT's in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data.

A series of structured field activities and assignments provide the material for class discussion, complemented by scheduled lectures and assigned readings. Students learn qualitative and quantitative approaches of gathering, managing, and analyzing data from primary sources. The course puts particular emphasis upon the culturally appropriate ways of building rapport, initiating purposeful dialogue, forming constructive relationships with organizations and individuals, recording and analyzing primary data, and writing a scholarly academic report, in ways that students should find beneficial to successful completion of independent study or internship projects. 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 Senegal.

Along these lines, a core focus for this course is the development of a feasible research or internship proposal, including the ethical considerations necessary in the research process, topic development, selection and execution of methodologies, final write up, and reciprocity or civic engagement issues, while sensitizing students to power asymmetries and the politics of subjectivity in field research.

Learning Outcomes
By the end of the course students will be able to:

- Show a sense of positionality and perspective and operate independently using cultural sensitivity, and local networks of trust built over the course of the semester;

- Demonstrate awareness of appropriate methods and ethics used in field research related to peace, human rights, and social movements or demonstrate awareness of the ethics of an internship in the context of Senegal for research and internship students respectively;
- Analyze primary data gathered in the field and draw valid and ethical interpretations and conclusions; and
- Produce an independent study project proposal that is attentive to ethical standards and local research values.

Language and methods of Instruction

This course is taught in English, but students will be exposed to local vocabularies related to course content through in-country expert lectures, field assignments, and activities. The field is a central component of the course, with half the course made up of field assignments and activities and the other half of lectures, assigned reading, and discussion sessions. Assigned and recommended readings are listed in the course schedule section below. Readings prepare students for field assignments, generate questions for class discussions and deepen student knowledge and skills for primary data collection. Students are responsible for all the required readings and should be prepared to bring them to bear in class discussions. Students may submit assignments in either English or French and are expected to complete assignments by the due date. Assignments will be assessed on level of organization, analytical quality and depth of understanding, argumentation, presentation of evidence, where it is required, citation and formatting.

Module 1: Experiential Learning and Cultural Adjustment

This module introduces unique aspects of SIT's experiential learning pedagogy and the way it shapes SIT Senegal's program structure. 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 develop into critical researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

Lecture Topics:

Cultural Adjustment Cycle
Homestay as a Cultural Experience and Site of Learning
Doing Field-Based Research in a Study Abroad Context
Experiential Learning Philosophy and the Politics of Culture in Senegal
Positionality and Outsider/Insider Research
Skills for Networking, Time Management, and Productivity

Recommended readings:

Kohls, Robert. "The Values Americans Live By." www.claremontmckenna.edu/math/alee/extra/American_values.html

Marx, Elisabeth. (1999). "The Culture Shock Triangle." Breaking Through Culture Shock: What You Need to Succeed in International Business (pp. 3-18). London, England: Nicholas Brealey Publishing. ISBN: 978-1857882216

Module 2: Introduction to the ISP and Internship

This module will describe the ISP and internship processes and help students brainstorm ideas and set goals for their ISP or internship. It will also introduce students to the ethics of doing research and interning in their local communities.

Session 1: Preparing for ISP and internship

The session will include a review and critique of past ISP and/or internship papers. The module will also walk students through the Local Review Board (LRB) and Institutional Review Board (IRB) process and the application for Human Subjects Review (HSR application).

Lecture Topics
Critical Review of past ISPs or Internships
Introduction to the LRB/IRB Process and HSR
Application Identifying an ISP Advisor and Securing an Internship Placement
One-on-one Meetings with the Academic Director to Discuss Preliminary ISP or Internship Ideas.

Required reading
Bernard, H. Russell (2006) *Research Methods in Anthropology: Qualitative and Quantitative Approaches 4th ed*. Lanham, MD: AltaMira Press. Chapter 3: "Preparing for Research." (sit. Lib and my lib)

Booth, W. C., G. G. Colomb & J. M. Williams (2003). *The Craft of Research* - Chapter 3: Planning your project: From topics to questions and Chapter 4: Finding Topics: From questions to problems, pages 40-71. (sit library)

Recommended reading
Mertens, D. (2010). An Introduction to Research (selected excerpts). In *Research and evaluation in education and psychology* (pp. 8, 11-12). Thousand Oaks: Sage Publications. (

Neuman, W. Lawrence (2005). *Social Research Methods: Qualitative and Quantitative Approaches 6th ed*. Boston, MA: Allyn & Bacon. Chapter 10: "The Logic of Survey Research." (sit lib)

Session 2: The ethics of interning and doing research in Senegal
This session outlines the responsibilities of the student and the host organization for a productive and significant experience that can serve the objectives of both. The session also reviews best practices for a successful internship and encourages students to acknowledge the way their positionality may affect the results of their study or their status in their environment. This session will also cover strategies of time management, networking strategies, and problem-solving research challenges.

Required reading:
McDonald, Francis (2011) *Ethical Use of Interns*. Retrieved from: http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf (online)

Sunstein, B., & E. Chiseri-Strater (2007). Analyzing your fieldnotes. In *Field working: reading and writing research* (pp. 105-107 or in new edition 86-93). Boston & New York: Bedford/St. Martin's. (my lib)

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.

Students will also review the ISP assessment and internship rubrics. In preparation for this Module, members of the internship cohort will work on a one on one basis with the AD or a designated staff or consultant on issues covering a range of areas that include résumé preparation and cover letter, dress, student objectives for the internship, and stages of student growth in the internship.

Lecture Topics:
Writing an ISP or Internship Proposal
One-on-one Meetings with Academic Director and/or ISP Advisor or Internship Supervisor
Peer review of ISP or Internship Proposal
Drafts Writing the HSR Application ISP or Internship Proposal
Presentation to Peers and Roundtable Discussion

Required reading:
Lamotte, Anne. (1994). "Shitty First Drafts," in Bir*d by Bird: Some Instructions on Writing and Life*, New York: Anchor Books, pp 21-27. (my lib)

Orwell, George. (1946) "Politics and the English Language" https://www.mtholyoke.edu/acad/intrel/orwell46.html (online) can also be found here: **http://www.orwell.ru/library/essays/politics/english/e_polit**

Note: After completing Modules 1-3, students will split into groups by ISP or internship. ISP students will take module 4a, 5a and 6a and internship students will take Module 4b, 4c and 6c

Module 4a: ISP in the Senegal context

This module prepares students for the ISP experience in the Senegalese context. After an overview of the logistics of the ISP period, namely, travel, housing, existing support, and realistic timelines for the completion of specific research projects, we will discuss the cultural norms of doing research in Senegal. This module will insist not only on social norms and peculiarities (gender, language use, etiquette, and ways to manage difficult or taboo topics, et.) but also on ways to approach and develop rapport with research participants and the ISP advisor.

Required reading:
Marshall, C., & G. Rossman (2006). *The of the study: Building the conceptual framework. In Designing qualitative research*. Thousand Oaks: Sage Publications.

Bailey Carol. (2007) *A Guide to Qualitative Field Research*. 2nd Edition. Thousand Oaks, CA: Pine Forge Press. Chapters 2 and 5.

Bell, Judith (2010). "Planning the Project." In D*oing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science* (5th ed.). Berkshire England: Open University Press. Pp. 28-42

Recommended reading:
Babbie, E. (2001). Analysis of data. In *The practice of social research* (pp. 364-369). Independence: Wadsworth. Newman, W. L. (1997).

Analyzing qualitative data. In Social research methods. Qualitative and quantitative approaches (pp. 418-441). Boston: Allyn and Bacon. Rossman, G., & Rallis, S. (2003).

Analyzing and interpreting data (selected excerpts). In Learning in the field: An introduction to qualitative research (pp. 267-273). Thousand Oaks: Sage Publications.

Emerson, R. M, Fretz, R. I, & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. 2nd ed. Chicago: The University of Chicago Press. Chapter 1.

Sunstein, B., & E. Chiseri-Strater (2007). Analyzing your fieldnotes. In *Field working: reading and writing research* (pp. 105-107). Boston & New York: Bedford/St. Martin's.

Module 4b: Internship in the Senegal Context

This session will explore work-based norms and practices related to internships and work in Senegal. We will insist not only on social norms and peculiarities (gender, language use, ways to manage difficult or taboo topics) but also on workplace expectations. We will subsequently outline the responsibilities of the student and the host organization for a productive and significant experience that can serve the objectives of both. The session also reviews best practices for a successful internship and exposes the student's positionality in relation to the organization.

Required reading:

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

World Bank Social Capital Assessment Tool, Annex 1B http://siteresources.worldbank.org/INTSOCIALCAPITAL/Resources/Social-Capital-Assessment-Tool-- SOCAT-/annex1.pdf

McDonald, Francis (2011) *Ethical Use of Interns*. Retrieved from: http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf

Recommended reading:

Ross, Eric. *Culture and Customs of Senegal.* Westport CT: Greenwood Press, 2008.

Sunstein, B., & E. Chiseri-Strater (2007). *Analyzing your fieldnotes*. In Field working: reading and writing research (pp. 105-107). Boston & New York: Bedford/St. Martin's.

Module 5 and 6: One on one meetings with AD and advisors to go over research projects and clarify a timeline for conducting research and writing the ISP and Internship papers.

Evaluation and Grading Criteria

Assignment I: Interview practice and evaluation

Students will conduct a practice interview with one member of their host family and then write a reflection (3 pages) about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their identity (e.g. gender, sexual orientation, race, class) affected how they set-up the interview, question wording and, consequently the interview outcome.

Assignment II: Integrated Development Issue (IDI) Assignment

Students complete an Integrated Development Issue (IDI) – assignment throughout the course through which they apply the different theories and perspectives learned in class to the everyday problems they encounter in Senegal. The IDI assignment helps ISP students develop the skills and knowledge necessary for ethical research design, and internship students begin to delve into a topic of interest that they plan to pursue during the internship period. The IDI paper is 6-8 pages, typed font twelve Times New Roman

Case studies in methods and ethics

Students read a case study or research paper or ethnography or internship report from past semesters or other text related to their potential ISP/internship, and write a 5 page essay evaluating citations used, research methods, ethics, limits of the study. The essay should suggest areas for improvement.

Research proposal or internship proposal

All students must develop a research or internship proposal. The research proposal should address a theme related to the program. It should include research question, statement of objectives, a literature review, a methods section, and a statement of ethical considerations.

The internship proposal should outline the internship objectives, a justification of the work and the organization selected, skills or areas in which the student can contribute to the work of the host organization, and an outline of the work plan to be carried out

Participation

All students are expected to prepare for classes, attend and participate in all lectures, class discussions, field activities, and carry out all assignments and other activities prepared in the context of the Research Methods and Ethics course.

Assessment:

Evaluation Interview and Observation	20%
Case Studies in Methods and Ethics	20%
IDI Methodology Paper	30%
Research/Internship Proposal	20%
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 according 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 (those of classmates, lecturers, local constituents engaged with on the visits, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

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

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.

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.