

International Honors Program

IHP Health and Community
Track 2

Community Health Research Methods & Ethics **IPBH 3510 (4 credits/ 60 class hours)**

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.

Course Description

In order to understand health and illness in diverse societies and implement interventions that are contextually relevant, a well-researched understanding of local contexts and the social, cultural, political, economic and other factors at play is imperative. To meet this complexity, health researchers and or practitioners employ a variety of methodological approaches in order to produce information about and with the population of interest and to make inferences based on the information that is collected. This course focuses on the study of qualitative research methods, which actively involve community members, with the aim of helping researchers understand processes of meaning making, subjective experiences of health and disease as well as structural constraints and community resources influencing people's wellbeing.

In this course, you will be given practical research tools to collect information in order to identify and address important public health issues. You will also be introduced to key concepts and theories underlying these methods. Throughout, the emphasis will be on ethnographic techniques: the hands-on side of anthropology, which deals with direct observation of and with human lives, and the analysis of the "data" so produced. You will engage in participant-observation, interviews, walking ethnography, and more. Skills that you will acquire will be mostly professionalizing, but they will also help you develop intercultural and structural competencies. We will also give special consideration to research ethics. The central fieldwork component of this course is the Case Study project, a small group exercise focused on investigating a theme across all four countries visited using a variety of qualitative research methods explored in this course, as it is explained below. (further descriptions of the Case Study are available in the Student Handbook and will be discussed further in class). You will explore the value of participatory methods, as well as its challenges and ethical concerns in different contexts. The insights gained will prepare you for future work or study where you will be expected to plan and carry out research from data collection to analysis and propose appropriate interventions in public health or other fields.

Three key learning cycles

Because of the structure of our program, learning will not be linear. Lectures in each country will move through three interconnected spheres relevant to social science research seeking to understand human health, illness and (un)wellbeing. These are:

(1) theories, models and research approaches favoring specific methodologies, (2) techniques for collecting, making sense of, analyzing and presenting collected data as part of these methodologies (3) and ethics. The aim of this approach is to provide students with the practical tools with which to research and make sense of these realities in temporal and spatial proximity to their experiences of them.

Learning Outcomes

The Community Health Research Methods course comprises 60 class hours of instruction (4 credits). In this course you will gain an understanding of qualitative methodologies of health research in communities, using ethnographic tools. You will directly apply the learned methodological and ethical approaches to investigating Case Study topics in cross-cultural contexts.

By the end of the course, you will be able to:

- Formulate well-crafted research questions and assess and choose appropriate research methodologies to explore them.
- Apply community-based approaches, principles, designs, and tools to assignments and case study research opportunities in the field in each country.
- Understand key ethical issues and challenges to conducting research with human beings.
- Evaluate key challenges faced by both participants and researchers (individually and in a team) in engaging in community-based research projects.
- Collect and analyze qualitative data thematically and effectively.

*Course Schedule

*Topics and readings are subject to change, if warranted by local circumstances. Please read ALL required and at least one of the recommended readings! Some of the recommended readings and other resources can be used as a source for the case study work, so it is advisable to carefully select from the available choices.

<p>RME I The anthropological encounter</p>	<p><u>Required readings</u> Sunstein, Bonnie S. and Elizabeth Chiseri-Strater. 2012. "Look at your fish", "Fieldnotes the key to your project" (pp.74-84) In <i>Field Working: Reading and Writing Research</i>. New York: Bedford.</p> <p>Kleinman A. and Benson P. 2006. "Anthropology in the clinic. The problem of Cultural Competency and how to fix it". <i>PLOS Medicine</i> 3(10), pp.1673-1676</p> <p><u>Recommended Readings</u> Pope, Catherine and Nick Mays. 1995. Reaching the Parts Other Methods Cannot Reach: An Introduction to Qualitative Methods in <i>Health and Health Services Research</i>. <i>BMJ</i> 311(1): 42-45</p>	<p>DC</p>
<p>Key concepts Ethnography as a method Field work, observation, field-notes ethnocentrism, emic and etic, cultural relativism. The ethics of qualitative research,</p>		

<p>the structure of IHP: case study, case study work, paths of inquiry</p>	<p>Geertz, Clifford. 1984. Distinguished Lecture: Anti Anti-Relativism. <i>American Anthropologist</i>, New Series, Vol. 86, No. 2 (Jun., 1984), pp. 263-278</p> <p>Taking Constructive Criticism Like a Champ https://www.themuse.com/advice/taking-constructive-criticism-like-a-champ</p>	
<p>Skills Decentration, observation, self- reflection, critical thinking</p>		
<p>RME 2 Do we live in the same world? language, thinking and categories</p>	<p><u>Required Reading</u> Pitchford, Paul. (extracts) 2002 (first edition 1993) "Yin Yang and beyond" In <i>Healing with Whole Foods: Asian Traditions and Modern Nutrition</i>, North Atlantic Books, Berkeley, California pp. 49-53</p> <p>Borgatti, S. 1999. Elicitation techniques for cultural domain analysis. In J. Schensul & M. LeCompte (Eds.), <i>The Ethnographers Toolkit</i>, Vol. 3. Walnut Creek, CA Altimira Press. Pp. 115-51(1-26)</p> <p><u>Recommended Readings</u> Eastman, Caroline. 1994. "Anthropological Perspectives on Classification Systems." In <i>Advances in Classification Research Online</i>. 5.1 Pp. 69-78.</p> <p>Nicola Jones. 2017. Do You See What I See? <i>Sapiens</i>. 9. Feb. 2017 https://www.sapiens.org/language/color-perception/</p>	<p>Vietnam</p>
<p>Key concepts Cognitive anthropology, linguistic and non- linguistic knowledge, Categories, taxonomy, classification, cultural domains</p>		
<p>Skills free listing, pile sorting, free association</p> <p>Assignment: Free list, pile sorting with homestay or friends (in groups of 2-3)</p>		
<p>RME 3 Trading places: or how is communication possible?</p>	<p><u>Required readings</u> Wondolowski, Catherine and Davis. 1991 The lived experience of health of the oldest old: A phenomenological study <i>Nursing Science Quarterly</i>, 4:3, Fall pp 113-117</p> <p>Esterberg, G. Kristin. 2002. Interviews. In <i>Qualitative methods in social research</i>, Boston : McGraw-Hill, pp.83-113</p> <p>Berman, Rachel. 2010. Critical Reflection on the Use of Translators/Interpreters in a Qualitative Cross-Language Research Project, <i>International Journal of Qualitative Methods</i> 2010, 10(1) pp.178-190</p> <p><u>Recommended readings</u></p>	
<p>Key concepts Ethnography as translation, communication, semiotics Symbolic interactionism, phenomenology, intersubjectivity, life worlds, face,</p>		

working with translators	Geertz, Clifford. (1973) Thick description. Toward an interpretative theory in culture. In <i>The Interpretation of Cultures: Selected Essays</i> . Basic Books, pp. 311-323	
Skills Interview as a social situation	Goffman, Erving. 1955. On Face-Work An Analysis of Ritual Elements in Social Interaction. <i>Psychiatry. Interpersonal and Biological Processes</i> , Volume 18,- Issue 3 pp 213-231	
RME 4 What to do with data: collect, organize, think and write	<u>Required readings</u> Chapman, Al. et al. 2015. Qualitative research in healthcare: an introduction to grounded theory using thematic analysis, <i>Journal of the Royal College of Physicians of Edinburgh</i> 45: 201–205	
Key concepts Ethnography, thick description grounded theory, coding, frames and framing	Saldana, J. 2009. “An Introduction to Codes and Coding”. In <i>The Coding Manual for Qualitative Researchers</i> . Los Angeles: Sage. Pp. 1-21 (until Manual and CAQDAS Coding.) <u>Recommended Readings</u> Goodson, Leigh and Vassar, Matt. 2011. An overview of ethnography in healthcare and medical education research, <i>Journal of Educational Evaluation for Health Professions</i> , (open access), pp. 1-5 Tannen, Deborah and Cynthia Wallat. 1987. Interactive Frames and Knowledge Schemas in Interaction: Examples from a Medical Examination/ interview. <i>Social Psychology Quarterly</i> , Vol. 50, No. 2, Special Issue: Language and Social Interaction (Jun., 1987), pp. 205-216	
Skills ethnography, coding		
RME 5 Sensory Ethnography I	<u>Required readings</u> Johnny, Leanne and Mitchell, Claudia 2007. “‘Live and Let Live’: An Analysis of HIV/AIDS-Related Stigma and Discrimination in International Campaign Posters”. <i>Journal of Health Communication: International Perspectives</i> 11(8), pp. 755-767 Focus on: 761-766	South Africa
<u>Key concepts</u> semiology, metaphors, symbols, cognitive structures, pragmatics, frames		

<p><u>Skills</u> Soundscape and visual analysis</p> <p>Assignment: 2 options: soundscape or visual analysis</p>	<p>Cardoso, Leonardo. 2012. Listening to São Paulo, Brazil. In <i>SoundingOut!</i> (podcast) https://soundstudiesblog.com/2012/10/15/7858/</p> <p><u>Recommended Readings</u> Szanto 2016. “Reading project society in the landscape”, <i>Acta Ethnographica Hungarica</i> 61(1) pp. 227–242</p> <p>Mickey Hart - Tom Flye on Voices of the Rainforest https://www.youtube.com/watch?v=m4zpf8cSAtc</p>	
<p>RME 6 Relations to/in the field: othering and being othered</p>	<p><u>Required readings</u> Powell, John A. and Stephen Menendian.2016. The Problem of Othering: Towards Inclusiveness and Belonging. <i>OTHERING & BELONGING EXPANDING THE CIRCLE OF HUMAN CONCERN</i>, ISSUE 1. SUMMER pp-14-41 http://www.otheringandbelonging.org/wp-content/uploads/2016/07/OtheringAndBelonging_Issue1.pdf</p>	South Africa
<p><u>Key concepts</u> coloniality, consent, respect, ethnocentrism, othering, appropriation, representation, belonging, border-crossing, hybridization, contextualization</p>	<p><u>Recommended readings</u> Jean Comaroff. 1993. “The diseased heart of Africa. Medicine, colonialism and the black body” In Shirley Lindenbaum, Margaret M. Lock (eds.) <i>Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life</i>, University of California Press, pp. 305-325</p> <p>Kleinman, Arthur and Joan Kleinman. 1996. The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times. <i>Daedalus</i>, Vol. 125, No. 1, Social Suffering (Winter, 1996), pp. 1-23</p>	
<p><u>Skills</u> Applied ethics, critical reflection, self-reflection</p>	<p>Wainaina, Binyavanga 2006. How to write about Africa <i>Granta 92: The View from Africa</i>, Essays & Memoir https://granta.com/how-to-write-about-africa/</p> <p>Webb, Chris. 2019. Apartheid, anthropology and Johnny Clegg. <i>Africa is a Country</i>. 07.19.2019 https://africasacountry.com/2019/07/apartheid-anthropology-and-johnny-clegg</p>	
<p>RME 7 Abstract and lived space</p>	<p><u>Required readings</u> Carpiano, Richard. M. 2009. “Come take a walk with me: The ‘go-along’ interview as a novel method for studying the implications of place and health and wellbeing”. <i>Health and Place</i> 15(1), pp. 263-272</p>	

<p><u>Key concepts</u> physical and non physical spaces, spatial metaphors, habitability, locality, urban space, built and natural spaces, spatial practices, embodiment</p>	<p><u>Recommended Readings</u> Lefebvre, Henri. 1991. "Plan of the present work" In <i>The Production of Space</i>, Wiley-Blackwell pp. XII-XIX</p> <p>Low, Setha. 2014. Ch. 6 Spatializing culture: an engaged anthropological approach to space and place. In Gieseeking, Jen J. et al. (Eds.), <i>The People, Place and Space Reader</i>, Taylor&Francis ebooks, pp. 34-38</p>	
<p><u>Skills</u> Walking interview, collecting and creating mental maps</p>		
<p>RME 8 Managing and narrating the self</p>	<p><u>Required readings</u> Frank, A. W. (2008) Narratives of spirituality and religion in end-of-life care. In Brian Hurwitz et al. (Eds.) <i>Narrative Research in Health and Illness</i>, Blackwel Publishing, pp. 292-309</p>	Argentina
<p><u>Key concepts:</u> Identity, narrative, narrative identity, oral history, family stories, life stories, story telling,</p> <p><u>Skills</u> collecting life stories and family stories</p>	<p>Bamberg, Michael 2010. Who am I? Narration and its contribution to self and identity. <i>Theory & Psychology</i> 21(1) 1 –22</p> <p><u>Recommended Readings</u> Sunstein, Bonnie S. and Elizabeth Chiseri-Strater. 2012. "GATHERING ORAL HISTORIES", "GATHERING FAMILY STORIES". In <i>Field Working: Reading and Writing Research</i>. New York: Bedford. Pp. 272- 288</p>	
<p>Assignment: life interview</p>	<p>Garro and Mattingly. 2001. Narrative as construct and construction. In <i>Narrative and the Cultural Construction of Illness and Healing</i>, Univ. of California Press. pp. 6-12; 23-30</p> <p>Michelle Duff.2018. In narrative therapy, Māori creation stories are being used to heal. <i>Stuff</i>. Mar 09 2018 https://www.stuff.co.nz/national/102115864/in-narrative-therapy-mori-creation-stories-are-being-used-to-heal</p>	
<p>RME 9 Sensory ethnography 2 Being there: collecting and representing data – otherwise.</p>	<p><u>Required readings</u> Pink. Re-sensing Participant observation: sensory emplaced learning. In <i>Doing Sensory Ethnography</i>, 2nd ed. Los Angeles: Sage, pp. 63-81</p>	
<p><u>Key concepts</u> sensory ethnography, community asset mapping,</p>	<p>Sandelowski, Margarete. 1998. "Writing A Good Read: Strategies for Re-Presenting Qualitative Data". in <i>Nursing & Health</i> 21: 375-382.</p>	

representing culture, deep play	<u>Recommended Readings</u> Geertz, Clifford. "Notes on the Balinese Cockfight" Daedalus, Vol. 101, No. 1, Myth, Symbol, and Culture (Winter, 1972), pp. 1-37P	
<u>Skills</u> sensory ethnography, community asset mapping	The Community Mapping Toolkit A guide to community asset mapping for community groups and local organisations. Preston city council https://ucanr.edu/sites/CA4-HA/files/206668.pdf	
RME 10 For an engaged anthropology	<u>Required readings</u> Graeber, David. 2004. Fragments of an Anarchist Anthropology, Prickly Paradigm Press, pp1-37	
<u>Key concepts</u> anarchist anthropology, engaged anthropology, applied anthropology, ethics of research, activism	<u>Recommended Readings</u> Low, Setha M. and Sally Engle Merry. 2010. "Engaged Anthropology: Diversity and Dilemmas An Introduction to Supplement 2" . <i>Current anthropology</i> . Volume 51, Number S2 October 2010 (Volume Supplement) pp. 203-214 Michael Fine. 2018. <i>Health care revolt</i> , PM Press. 2 extracts: pp 129-139, (start and end when new passage starts and ends) and 161-162	
<u>Skills</u> Applied ethics Operationalizing research	Engaged Anthropology Grant: Diana Szanto. The Wenner-Gren Blog. 2016 http://blog.wennergren.org/2016/05/eag_szanto/	

Assignment submission

Assignments (except for hard copy assignments) should be submitted via the course's Moodle site. Assignments are due the day assigned, uploaded to Moodle. Grades will be returned via Moodle as well. Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font.

The American Psychological Association (APA) referencing style is preferred. When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not

the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

Please include your name on every page of the assignment itself in the header, and the file name should have the following naming convention:

Name_Country_NameOfAssignment.doc e.g. Josslyn_South Africa_MappingHealthcareSystem.doc

For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER**, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean taking photos of any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

See end of syllabus for late work and make-up assignments policies.

Assignment formats

The following is an overview of assignment responsibilities. Further details will be discussed and given as we move through the semester. I will also be available to discuss these projects when and if you have questions about them.

During the semester, in each program country, except for DC, you will be required to hand in two methodological exercises, a “Major” and a Minor”. Major exercises are to be submitted in a digital form, minor exercises will be graded in class or a hard copy of the work will be required after the class. Your fieldnotes will also be regularly checked for grading. Your fieldnotes serve as a starting point for reflection. In order to practice processing of fieldnotes and intuitive analysis, in each country a short notebook analysis will be asked in the form of fieldnote-reflections. These reflections do not constitute an additional paper to be handed in, these will close your notes taken in a given country.

Besides, for each country you will be required to hand in a hand written or digitalized Critical Incident (see below).

Non-written exercises include the case study presentations, as explained in detail below. Field-notes are to be submitted for checks in hard copy. Minor Ethnographic Exercises might be submitted in hard copy or in a digitalized form, but it is recommended to keep a digitalized version of all hard copy assignment. Case Study presentations will always take place toward the end of our stay in each country. For the other assignments due dates will be specified in each country. It should be noted that due to occasional in-country circumstances beyond our control, I reserve the right to adapt the syllabus details and organization, if necessary.

Point breakdown and submission date schedule

This table is to give you an overall sense of what you are expected to hand in and produce during the course of the semester. Please note that these are approximate and provisional dues dates because actual submission dates may change slightly due to the necessities of a travel abroad program.

Evaluation criteria	Type of grade	Due Date	Points
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Case Study Presentation USA	Group	At the end of time spent in the country	5
Case Study Presentation Vietnam	Group	At the end of time spent in the country	10
Case Study Presentation South Africa	Group	At the end of time spent in the country	10
Case Study Presentation Argentina	Group	At the end of time spent in the country	15
Major Ethnographic Exercise, Vietnam: Cultural Domain Analysis	Collective	Approx.. one week after the class	5
Major Ethnographic Exercise, South Africa: Soundscape or visual analysis	Individual	Approx.. one week after the class	10
Major Ethnographic Exercise, Argentina: life story and family story interview	Collective	Approx.. one week after the class	10
Minor Ethnographic Exercise, Vietnam	Individual or collective	At class or max 3 days after	3
Minor Ethnographic Exercise, South Africa	Collective and individual	At class or max 3 days after	3
Minor Ethnographic Exercise, Argentina	Collective	At class. At class or max 3 days after	3
Fieldnotes check and end of country field-reflections	individual	One check per country at the time of the case study presentation	20
Critical Incidents	Individual and Collective	At Critical Incident Workshop	6
Total			100

Engagement

It is considered as a default condition for the participation in the program and therefore it is not compensated by any grade point IHP SIT policy requires Full and respectful engagement with the program. Regular attendance, thorough preparation for the classes and active participation in discussions respecting other voices are naturally expected and are not compensated with a grade point, although non-fulfillment of these obligations (such as absence without justification, visible disengagement, systematic obstructive or disrespectful behavior) might lead to a degradation of grades. However, grade degradation is but an ultimate recourse. If you risk being in such a situation, we will have a discussion and will determine together how to avoid this outcome.

Obligatory attendance is not limited to classes, it includes also structured extra-class activities. Respect towards peers, staff or guests are also naturally expected. Respect means more than abstinence from offensive behavior: it involves attention to cultural norms and expectations, careful consideration of arguments and capacity to suspend judgements affecting persons and groups.

I. Case Studies (40%)

Case study projects will be completed in groups of 5-6 students, and will be used to apply the

methodological concepts and tools covered in readings, lectures, and class exercises to the investigation of real health issues in the communities where we will be located, across the four countries. Case studies are thematic and country-specific, individual and collective research interests therefore have to be accommodated, taken into consideration the possibilities and major issues each country offers.

Case study means that you focus on one or on a few concrete examples within your research theme in order to be able to say something relevant and meaningful about your overall thematic learning in the country. In your case study work you are expected to show that you are able to integrate the learning happening in class, site visits as well as informal experiences with your homestay or in other local settings. However, to facilitate opportunities to experiment qualitative research tools in a more structured way the program contains also collective research moments, tailored to your research themes.

These moments of case study group activities are coordinated by country coordinators who also arrange for the logistics. Therefore, the types and structures of these activities may be organized differently in the U.S., Vietnam, South Africa, and Argentina. Given time constraints and potential language barriers, faculty and country coordinators have predetermined a number of research themes, and each Case Study Team will be assigned a theme in Washington, D.C. These teams will be maintained throughout the length of the semester. Research topics and questions will be discussed and refined together with faculty and country coordinators, according to what is appropriate in each social, political and cultural context.

Case study groups will work on their specific research topics in each country. Research questions should be suitable for the country, relevant for the people who we will visit, culturally appropriate and respectful, as well as possible to research with the available and learned ethnographic methods. Your research will also be graded on the basis of how much you are able to “listen to the field”, i.e. your capacity to change track and reformulate your approach as you progress in your local knowledge.

During the final days in each country, your Case Study team will present its findings of the previous month’s work, and fellow students and faculty will have the opportunity to ask you questions and make comments regarding your research. In order to be able to prepare for the collective presentations, you will have special time allocated for case study preparations. Faculty will also require at least one check in per group and per country for consultation before the presentation. You can also ask local faculty or country coordinator for consultation!

Groups have substantial creative freedom to craft their presentations to best fit their projects. However, case study groups should be able to demonstrate that they have integrated some of the research methods taught in class to the extent that they can make use of them for the purposes of their own research. Methods used should be presented in detail, together with the data obtained. Attention: data obtained is not “finding”! You should be clearly able to differentiate data and analysis/interpretation and make sure that there is a “healthy” proportion between the two (data should and can be more ample than interpretation, but interpretation – i.e presentations of the results - should take at least one third of your presentation). Case study work presentations should also demonstrate cultural humility and respect of informants/research participants’ points of view, personal and moral integrity.

References to readings, connections made with learned concepts and models are also required. Students are encouraged to reflect continuously on the possible ethical implications of their research methods and findings. The presentations should be visual and innovative presentation techniques are welcome but under no circumstances the form should be polished to the detriment of the content. For additional

grading criteria you can check the rubric. Presentation is a collective work, each team member should participate but you will be graded based on your collective performance. To keep the time is also essential!

As Case Study groups make use of their learning during the program, it is expected that as their research skills are progressing from country to country, the content becomes heavier and the analysis deeper. After the first country, presentations should also have a comparative element, this might however be limited to the comparison of only one detail, with a comparable notion/practice/problem in a previous program country or/and home country. Students are encouraged to reflect on the value of comparison to understand better their own society. In Argentina a complete summary of the comparative research findings is expected, besides the detailed presentation of research done in Argentina.

It is essential to remember that comparison does not mean establishing a hierarchy or making judgmental statements. Comparison is not the same thing as applying your own standard to new experiences. It is similarly not enough to qualify your experiences. If you use attributives, you are supposed to be able to explain on which observation/data/information you rely. Also, your comparison will be more substantial if you try to come up with some hypotheses that explain these variations (or the lack thereof).

Outline of the Case Study group assignments by country:

a. United States — Case Study Group Presentation 1 (5%, group grade)

Due: week 2, Washington DC.

10-15 minutes including discussion.

b. Vietnam — Case Study Group Presentation 2 (10%, group grade)

Due: week 4, Vietnam.

20-25 minutes including discussion.

c. South Africa — Case Study Group Presentation 3 (10%, group grade)

Due: week 4, South Africa.

20-25 minutes including discussion.

d. Argentina — Final Case Study Group Presentation 4, (15%, group grade)

Due: week 4, Argentina.

45-50 minutes including discussion.

**This final presentation will be twice as long and will cover Argentina, as well as a full, semester long, four-country comparison.

Your final Group Presentation is longer so that you can, in equally important parts:

1. Discuss your topic in Argentina as a particular, country-specific Case Study
2. Compare all Cases from across the entire semester as a cumulative and comparative whole.

This presentation should demonstrate your learning path and highlight similarities, variations or oppositions in certain notions/issues/practices/problems and solutions between countries. It is essential to demonstrate how the overall learning inform your understanding of relevant comparable issues in the United States and of your own position in the world.

Requirements for the presentations

Your group presentations will focus on the respective data collected, and on the methodological, practical, theoretical and ethical experience and insights gained through practicing the methods of participatory research, as part of the collective case study project over a month in each country program (except in the US, where you have two weeks). Presentations should include your findings during collective case study activities but should not limit to these. You should also include a detailed explanation of the role played by the individual group members, within the collective as a whole.

Although the groups enjoy considerable freedom in formatting their presentation, it is advisable to bear in mind and touch upon a few aspects. The list below is not exhaustive and by no means it should be read as the obligatory and mechanic ordering of the slides. In a good presentation these points will somehow be addressed logically, but going through the list as check points does not guarantee a good presentation. You might use these headings as a first approach and a flexible guide to organize your material.

1. What topics did you define in the beginning for further exploration? How did your research questions appear in your encounter with the field? What is the main research question that you wish to answer with this presentation?
2. What implicit or explicit theories and hypothesis did you draw on to approach this research?
3. What methods did you use?
4. What worked and what did not (in regards to particular methods, theoretical approaches, etc.)? What facilitated the aspects of your project that worked and hindered the aspects of the project that didn't work?
5. What data have you gathered from the field program and your case study activities?
6. What do these data point to? What did you learn? (analysis)
7. On the basis of your data and analysis how would you answer the research question that you ended up with?
8. What ethical issues did you negotiate during the course of the research?
9. What were the limitations of this research? What would you do differently?
10. Comparative highlights (look back to previous experiences in previous program sites, and highlight comparative alignments and disjunctures).

Grading of case study presentations will be a collective exercise. Besides faculty traveling and local staff will also participate. Students will also be asked to give feedback to their peers, without this having any consequence on the grading.

II. Major Methodological Exercises (25%)

After a non-graded first field experience in DC, in each following country one of the learned field methods will be put in practice and the result of this exercise will be individually graded (Major Methodological Exercise). Students will have a chance to experiment the whole research path from planning through doing fieldwork to using the data for ethnographic production. Depending on the exercise, ethnographic production may take the form of a visual or audio presentation or a discussion paper. All final products, irrespective of the form, should reflect the method, present the collected empirical data and include an original analysis. For the analysis students should mobilize concepts, theories and models learned both in RME and HCC classes, they also can rely on previous studies and on contextual knowledge. Discussion papers and presentation materials are expected to be produced with all the conventional scientific care, they should have a clear structure, data and analysis should clearly be identifiable, references and citations should be properly managed.

The aim of these exercises is to offer students experience with useful conventional as well as innovative techniques of field-based research in health related topics, but also to prepare them to write scientific papers using their own research material. At the corresponding RME class, the research techniques to be practiced will be explained, tested and students will be given clear instruction sheets for the assignments so that they can absolve their tasks in serenity.

A, Vietnam: Cultural Domain analysis

Topic: Healing food. Learn about the categories of food, and their place in the cultural system in relation to wellbeing and healing. Method: Freelist, pile sorting, free association, specimen identification
In class we will learn about the theories and concepts that constitute the foundations of the methodology.

The methods will be presented and practiced in class. Thereafter students will be required to conduct a structured interview with their homestay families in small groups and share their findings in a visual manner with the faculty for grading. The objective of this exercise is to unravel and make visually accessible the categorial system Vietnamese use consciously or unconsciously for classifying food items, learn about the participants' cognitive structure, delimit relevant cultural domains, understand their relevance and meaning, as well as their relation to each other. In class, you will receive an instruction sheet with more explanation facilitating the fulfilment of this assignment.

B, South Africa – two options: Soundscape or analyzing visual material in urban landscapes

A soundscape is a commented sonic collage made from various recordings ('sonic' rather than written notes) that you will do along the way in South Africa. Your soundscape should focus on a theme related to health, healing and (un)wellbeing – you can allow this theme to emerge gradually from the recordings. Your soundscape may contain recordings from various sites as long as they all relate to the chosen theme. The soundscape should aim to be compelling and 'tell a story' to listeners.

Sound offers unique opportunities for doing research as well as presenting your findings. As sensory research tool, a soundscape will help you develop a more holistic ethnographic attention, by shifting the focus from the visual to the auditory. It is also a creative way to present your research findings to broader audiences, beyond your field and beyond academia altogether: it gives listeners the opportunity to "tune in" to an "atmosphere". More details about recording and editing the collage will be given at the class.

Using visual material for analysis. Unlike the previous exercise, this one will be based on visual impact. The material to be investigated is a combination of picture and verbal (written) messages to be found on posters, billboards, graffiti, etc. in open public spaces. These combined messages usually have a planned objective. The author is often identifiable and deductions may be made as to the projected receiver(s). Their meanings however might be hidden in different layers. When these layers are explored carefully and in relation to each other, these visual signs may tell us a lot about a given society: about its dominant and counter-hegemonic values, about its political and economic order, about its most important consensual and contested issues, about its relations to the global world order. When read in relation to one another, the individual signs become interconnected and start to form phrases and discourses.

Students will be required to try to discover the hidden or not so hidden discourses these messages convey with the combined methodology of discourse analysis and visual anthropology. The paper presenting the analysis should be illustrated by the visual data collected.

C, Argentina - story telling and life interview

Expert interviews and life interviews are very different in nature and imply a very different relationship. While trust is not a handicap in either case, it is difficult to imagine how to make a life interview without initial trust, which is usually being built up in some time. During the HIP learning path there is usually little time for establishing such a relation. This time students will be required to interview a willing

person in small groups about their life story. This will be a combination of a life interview (less deep, because of time constraints, language barriers and because you are not conducting research, but learning about research) and elicitation of story telling (collecting family stories). You will encourage your research participants to tell you about their lives through specific stories they remember. The aim of this exercise is to understand the concept of narrative identity, put in practice. Also, information gathered about the recent and not that recent past through one life story or family story will make you understand much more about Argentinean history and apprehend how History with a capital letter impact on people's life histories. As a result, it is possible to arrive to some conclusions and hypotheses about the bigger temporal, spatial, social and political context and say something about how these affect the ideals of good life, as well as people's capacity to achieve wellbeing and self-esteem.

Stories do not stand alone, they belong to the person who tells them; therefore, discourse analysis applied to such interviews may reveal how stories are invoked to frame personal or group identities. Preparing and conducting the interviews are done in group work and the interviewing team hands in one analyzed paper, however writing is also supposed to be a collaborative task. Papers should not be less than 750 words and not longer than 1000 words long.

Students will conduct their interviews and write their papers taking SIT's ethical principles into consideration. In their paper they should give an overview of the whole interview, highlight interesting instances, demonstrate that they can mobilize contextual and conceptual knowledge for the sake of interpretation.

III. Minor Methodological Exercise (9%)

These exercises will be integrated in the classes, so they do not demand a major extra effort, although it is possible that students want to polish the final products, so due dates are a couple of days after the actual class. Practicing will occur in small groups, but the final product for the grading might be prepared individually or in group, depending on the nature of the exercise. In Vietnam, an interview grid will be required. In South Africa students will do a walking interview in small groups and present the traces of the walking in the form of mental maps (individual). In Argentina, students will be do community asset mapping, using multi-sensorial ethnography (collective or individual). More instructions for these exercises will be given in class.

IV. Fieldnotes and field reflections (20%)

In each country before the case study presentations students will render their fieldnotes to faculty for checking. The aim of this exercise is to help students develop their note taking techniques as they go about their HIP experience. It is important that your "raw" notes be hand-written in your journals in double-entries: 1) descriptions on one half of the page and 2) personal reflections on the other half. The "digestion" or processing of the experiences written about requires time, so make sure to set aside time to take fieldnotes everyday (even if only for 10 minutes).

Fieldnotes will be assessed based on the quality of the information collected (detailed, concrete information with exact reference as to its source, observation as well as interview techniques are used) and on the form (notes are visual traces of your work, it should help you to capture at first sight the salient features of your information, therefore not "orderliness" but rather intelligibility is praised).

At the very end of each field-program, integrated in the field note, a general reflection is expected

on the main themes and major learning points in the country. Students are expected to go systematically through their fieldnotes and write a short summary analyzing their entries. This is not an essay, rather a reminder and a synthesis of the most salient or relevant points. It should not be shorter than a paragraph, or longer than a page in the notebook. It should answer the questions: What were my major learning points in this country as attested by my notes? What major themes emerged? What did I learn about these themes and about myself reacting to these themes? These reflections are written purposefully to share them with your teacher, so you will be asked to pay extra attention to the quality of your handwriting.

V. Critical Incident Analysis (6%)

The IHP program is first of all an opportunity for learning from intercultural encounters. That is the reason why we encourage students to learn from their smaller or bigger culture shocks that they experience while travelling from country to country. Culture shocks can be really dramatic, but most of them are rather banal. However, even banal cases can teach us about something fundamental about another culture – and about ourselves. That is why we prefer the expression “Critical Incident” to “culture shock”. These cases are called critical incidents as they critically highlight some important cultural variations.

In order to transform these events into learning opportunities, faculty will demand students:

- To pay special attention to these experiences and note them in their journal as they come.
- To copy the description of one of these cases from their journal and hand them in to faculty at least 3 days before the critical incident workshop!

Faculty will make a selection of these cases for the Critical Incident Workshop to be held once in each country during the rural stay. The first full Critical Incident Workshop will be organized in Vietnam. Submission of a critical incident and active participation at the critical incident workshop together worth 2 (grade, no grade) points. Templates will be provided both for the presentation of the case and for the collective analysis.

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

Note: Grades will be rounded up at .5 and above
(i.e. a 93.5 would round to 94 and result in an A. 93.4 would result in an A-.)

Grading rubrics will be provided later during the semester.

Expectations and Policies

Class preparation

This program is built upon the conviction that experiences result in deep insights and powerful learning. Course assignments are created to facilitate such first-hand learning opportunities. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is required. As a learning community, each one of us influences the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. *Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions.* There will be times when technology is needed for presentations or projects. Faculty will advise students of these times. Of course, students with accommodations are always welcome to have the technology needed.

Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow. *Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade.* Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Materials

All course readings will be electronically available from the first week. Hard copy of required course readings will be distributed once you arrive in each country, except in the case of the USA where the readings were sent to you as part of your pre-departure assignments. Students are responsible for downloading these materials and can print the optional readings at their own discretion. You may opt in or out of getting hard copies.

Policy on deadlines

Unless otherwise noted, coursework assignments are due on the day of the deadlines via Moodle (or on paper for a few assignments). Unexcused late work will result in a lower grade one full level per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are necessary circumstances. Exact deadlines for assignments will be confirmed by the instructor and provided to students at the start of each country program.

Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean taking photos or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

Academic integrity

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for

the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; and using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to be cited, quoted, paraphrased or summarized, and research or critical papers should acknowledge these sources in references or by use of footnotes.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your Program Director or faculty if you have questions.

General Considerations

- 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.

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.

NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.