

## Research Methods and Ethics

ANTH 3500 (3 credits)

### Peru: Indigenous Peoples and Globalization

*This syllabus is representative of a typical 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

The Research Methods and Ethics (RME) course 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 Peru. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of prehearing, 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 Peru with the conceptual analysis framework of Critical Global Issues (CGI)<sup>1</sup> and methodological perspective for the study of indigenous peoples. Broadly, the course introduces students to both qualitative 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, 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.

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<sup>1</sup> Critical Global Issue (CGI) examines the dynamic and fluid borderscapes of nations, communities, and cultures at the intersection of territorial mobility, social organization, and transnationalism. At the center of their thematic focus are a study of human mobility and cultural circulation, border crossings and border cultures, intersectionality and multiculturalism, and new manifestations of nationality, citizenship, ethnicity, gender, and religion. Another underlying aim of the programs is emphasis on learning from indigenous narratives and contextual designs strategies of resilience and sustainability (SIT Study Abroad 2014).

## Learning Outcomes

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 indigenous peoples themes.
- 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.

## Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being.

- Learning involves a community
- Learning is a lifelong endeavor.
- Learning is transformational.

The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging your own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

This course is made up of sessions that include experiential learning as well as classes with esteemed lecturers. The classes serve to provide the theory and context for the learning you will experience in the field. The experiential learning component is comprised of rural homestays, interactions with local people, excursions, visits to communities and museums which will mainly take place during our Academic Trips outside of Cuzco city. Classes will mainly be taught in our Cuzco office and include a one-hour lecture with presentation.

**Many classes may have homework assigned after the session which, although they are not formal graded assignments, will help you greatly with the writing of your ISP research proposal.**

All sessions, experiential and class-based, are taught in Spanish with readings in Spanish and English. You are responsible for all the required readings and should be prepared to bring them

to bear on discussions in class or in the field. The readings are proposed by the Program and will help you place the sessions in their context, to challenge and engage lecturers and collaborators, to generate questions for discussions, and to deepen your knowledge of particular aspects discussed by the group.

## **Assignments and Evaluation**

### **Group Discussion (10%)**

During Academic Trips students will be asked to research and observe certain topics which they will record in their fieldwork journals. After these activities, there will be a group reflection session to discuss the practical application of the methodology used and the difficulties and possible solutions students encountered. A student will be asked to volunteer as moderator for the session but the moderation itself will not be evaluated. Students will be evaluated on their engagement in the discussion and are particularly encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up, wording and outcome of their research and consequently their observation of the reality.

### **Fieldwork Journal (30%)**

Students are expected to keep a fieldwork journal where they will practice different research methods (interview and participatory observation) and thoroughly document all assignments carried out during the course. The objective of practicing different fieldwork research methods is to assess the use of these in different cultural, political, and economic environments. The skills developed in the tasks aim to prepare students to carry out their Independent Study Project with high ethical considerations. This will also continue during the Independent Study Project period. The fieldwork journal is submitted for evaluation three times during the course of the semester and also at the end of the ISP period. For this course, the only aspect of the journal to be evaluated is the structure of the entries, which must follow the conventions taught in class.

### **Research Proposal (50%)**

All students must develop a research proposal. The research proposal should address a topic related to the program, and must include a research question, objectives, theoretical framework and methodology. It must also comply with the ethical standards learned throughout the course.

### **Participation (10%)**

Students will be holistically evaluated on the following: attendance, punctuality, attentive listening, and active engagement in all sessions, discussions, excursions and other activities. General polite, respectful behavior and observing cultural sensitivity will also be reviewed.

The full 10% for this assessment criteria will automatically be awarded to each student in good faith of their positive engagement in the course. In the case of a breach of the above criteria, such as use of English when among local people, excessive chatting during a lecture, repeated lateness or absence, a point will be deducted, and the reason will be logged in the Weekly Incident Record by staff.

In this course, which includes regular, non-graded homework assignments to help with the final research proposal, failure to send in assignments in a timely manner as requested will be reviewed as part of the participation criteria.

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every session, attendance at all classes and for all program excursions is required. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Absences impact academic performance, may impact grades, and could result in dismissal from the program. Repeated breaches of the above criteria will be discussed with the student and may require written warnings, which are reported to home institutions.

*In case of absence: Valid reasons for absence – such as illness – must be informed to the PC or AD as soon as possible. In order to maintain your participation grade, you must present a written summary of the required reading and presentation for the missed session, 2 pages long, which you will be given ample time to complete. If you do not present the summary, one point will be deducted from your participation grade due to the absence.*

### **Criteria for Grades and Assignments**

Document formats and criteria for grades are stated on assignment sheets specific to each assignment. Final grades will be based on the total amounts of points (or percentages) earned. All assignment sheets and evaluation rubrics can be found on Moodle.

#### Assessment

Group Discussion	10%
Fieldwork journal	30%
Research proposal	50%
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

## Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and reflection sessions. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

## Individual and Community Expectations

- **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 and done accordingly to the specified requirements.** This will help ensure that your assignments are returned on time.
- **Ask questions. Engage the lecturer or collaborator.** These are often very busy professionals who are doing us an honor by working with us.
- **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, and your opinions are likely to be challenged, but you are expected to listen to other perspectives with respect and reflect upon them.
- **Storing Your Work:** Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. **Lost files, deleted drives, or computer crashes are not excuses for late, missing work.**
- **Personal Technology Use:** Electronic devices such as laptops and tablets may be used during class for taking notes, translating and other pertinent academic uses. Cell phone usage during class is not permitted for any reason.
- **Course Communication:** Course documents and assignments will be posted on Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to

check the course site regularly. You are responsible for letting us know about any network-related problems that prevent you from accessing or submitting assignments.

## SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

**Student research** (Independent Study Project) is a product of field work and as such students have an obligation to assess both the positive and negative consequences of their field study. Ethical field work, as stipulated in the SIT Statement of Ethics, results in products that are shared with local and academic communities; therefore copies of ISPs are returned to the sponsoring institutions and the host communities, at the discretion of the institution(s) and/or community involved. World Learning/SIT Study Abroad may archive, copy, or convert the ISP for non-commercial use, for preservation purposes, and to ensure future accessibility. World Learning/SIT Study Abroad may archive ISPs in the permanent collection at the SIT Study Abroad local country program office and/or at any World Learning office. World Learning/SIT Study Abroad has a non-exclusive, perpetual right to store and make available, including electronic online open access, to the ISP. Students retain all ownership rights of the ISP product and retain the right to use all, or part, of my project in future works. Please refer to the Student Handbook or the Access, Use, and Publication of ISP form.

## Course Schedule and Required Readings

N°	SESSIONS AND READINGS	TYPE	HOURS	LECTURER
RME 1	<p><b>¿Qué es el ISP? La Idea/Tema, Título de Investigación. Nace una propuesta de ISP (What is the ISP? The Idea/Theme, Project Title. An ISP proposal is born)</b></p> <p>Álvarez, A. 2013. <i>Orientación para Elaborar mi Propuesta de Proyecto de Estudio Independiente. Manual de Consulta Rápida</i>. Documento Interno para el Curso de Metodología de Investigación y Ética de SIT Study Abroad, Perú.</p> <p>Barrera, M. 2011. Cómo redactar el título de una investigación. <i>Impacto Científico</i> Vol.6 N°2: 276 – 284.</p> <p>Hernández, S. R., Fernández, C. C., &amp; Baptista, L. P. 2006. La Idea: Nace un Proyecto de investigación. <i>En: Metodología de la investigación</i> (4a. ed.). Distrito Federal: McGraw-Hill Interamericana, pp 30-35.</p>	L	1	Alex Álvarez
RME 2	<p><b>Cómo leer / El Diario de Campo y la Observación (How to read/Fieldwork Journal and Observation)</b></p> <p>Montoya, R. 2005. Cómo leer. <i>En: Montoya, R. Elogio a la Antropología</i>. Lima: Fondo Editorial de la Facultad de Ciencias sociales / Unidad de Post-Grado, Universidad Mayor de San Marcos, pp 99-106.</p> <p>Quiwy, R. 2005. La Lectura. <i>En: Quiwy, R. Manual de Investigación en Ciencias</i></p>	L	1	Alex Álvarez

	<i>Sociales, Mexico</i> , pp. 45 – 52. <i>Martínez, L.</i> 2007. La observación y el diario de campo en la definición de un tema de investigación. <i>Perfiles Libertadores</i> , 1:73-80.			
RME 3	<b>Visita a Comunidad de Huilloq, Ollantaytambo y el Proyecto Valle Sagrado (Visit to the Huilloq Community, Ollantaytambo and the Sacred Valley Project)</b>	ES	2	Alex Álvarez
RME 4	<b>Sesión de reflexión sobre la experiencia en el viaje al Valle Sagrado (Reflection on the excursion experience to Valle Sagrado)</b>	ES	1	Alex Álvarez
RME 5	<b>La Entrevista (The Interview)</b> <i>Crane, J.G. and Angrosino, M.V.</i> 1992. Interviewing Informants. In Crane, J.G. and Angrosino, M.V. <i>Field Projects in Anthropology a Student Handbook</i> . USA: Waveland Press, Inc, pp 53 – 63.	L	1	Alex Álvarez
RME 6	<b>Trabajo de Campo en la Isla de Taquile (Fieldwork on Taquile Island)</b>	ES	15	Alex Álvarez
RME 7	<b>Sesión de reflexión sobre la experiencia vivencial y la realización del trabajo de campo en la Isla de Taquile (Reflection on the experiential experience and realization of fieldwork on Taquile Island)</b>	ES	1	Alex Álvarez
RME 8	<b>El Planteamiento del Problema de Investigación (PPI) (The Investigation Problem Statement)</b> <i>Grajales, G.</i> 1996. <i>Conceptos básicos para la investigación Social. Serie de textos Universitarios. Universidad de Montemorelo, Nueva Le.n, Mexico</i> . Los derechos de autor pertenecen al Dr. Tevni Gonzales G. Fuente de acceso virtual: <a href="http://tgrajales.net/invesindex.html">http://tgrajales.net/invesindex.html</a> <i>Quiwy, R.</i> 2005. La Pregunta Inicial. En: Quiwy, R. 2005 <i>Manual de Investigación en Ciencias Sociales</i> , Mexico, pp. 27 – 41.	L	1	Cass Madden Alex Álvarez
RME 9	<b>Justificación, objetivos y ética (Justification, Objectives, and Ethics)</b> <i>Bernard, H. R.</i> 2006. "Ethics" in Bernard, H. R. <i>Research methods in anthropology: Qualitative and quantitative approaches</i> . Lanham, MD: AltaMira Press, pp. 74 – 78. <i>La Justificación en la Investigación</i> . Tomado y adaptado de: <a href="http://metodologia02.blogspot.com/p/justificacion-objetivos-y-bases.html">http://metodologia02.blogspot.com/p/justificacion-objetivos-y-bases.html</a> , visto el 20.02.19. <i>Los Objetivos en la Investigación</i> . Tomado y adaptado de: <a href="http://metodologia02.blogspot.com/p/justificacion-objetivos-y-bases.html">http://metodologia02.blogspot.com/p/justificacion-objetivos-y-bases.html</a> , visto el 20.02.19. <i>Kovach, M.</i> 2010. "Doing Indigenous Research in a Good Way - Ethic and Reciprocity" in Kovach M. <i>Indigenous methodologies: Characteristics, conversations and contexts</i> . Toronto: University of Toronto Press, pp. 141 - 155.	L	1	Cass Madden Alex Álvarez
RME 10	<b>Revisión de la Literatura y Marco Teórico Conceptual (Literature Review and Conceptual Theoretical Framework)</b> <i>Bernard, H. R.</i> 2006. <i>Research methods in anthropology: Qualitative and quantitative approaches</i> . Lanham, MD: AltaMira Press, pp. 37-40, 60-61, 63-66. <i>Glesne, C.</i> 2006. Review of Literature. In: Glesne, C. <i>Becoming Qualitative Researchers An Introduction</i> . USA: Pearson Education Inc., pp 24-29.	L	1	Cass Madden Alex Álvarez
RME 11	<b>Trabajo de Campo en la Comunidad Nativa de Infierno (Fieldwork in the Native Community of Infierno)</b>	ES	17	Alex Álvarez
RME 12	<b>Sesión de reflexión sobre la experiencia de investigación en la comunidad de Infierno (Reflection on the experience of researching in the Infierno community)</b>	ES	1	Alex Álvarez
RME 13	<b>Marco Metodológico: población - muestra, técnicas de recolección, análisis de datos. (Methodological Framework: population - sample, collection techniques, data analysis.)</b> <i>Quiwy, R.</i> 2005. Muestra. En: Quiwy, R. 2005 <i>Manual de Investigación en Ciencias Sociales</i> , Mexico, pp. 153-156. <i>Hernández, S. R., Fernández, C. C., &amp; Baptista, L. P.</i> 2006. :Análisis cuantitativo y análisis cualitativo: Cuestión de enfoques . En: <i>Metodología de la investigación</i> (4a. ed.). Distrito Federal: McGraw-Hill Interamericana, pp 608-615.	L	1	Cass Madden Alex Álvarez
RME 14	<b>El Trabajo de Campo y el Informe Final de ISP (Fieldwork and the ISP Final Report)</b> <i>Álvarez, A.</i> 2013. <i>Orientación para Elaborar mi Informe de Proyecto de Estudio</i>	L	1	Cass Madden

	<i>Independiente. Manual de Consulta Rápida.</i> Documento Interno para el Curso de Metodología de Investigación y Ética de SIT Study Abroad, Perú. <i>Montoya, R.</i> 2005. Consejos para el Trabajo de Campo. En: Montoya, R. <i>Elogio a la Antropología</i> . Lima: Fondo Editorial de la Facultad de Ciencias sociales / Unidad de Post-Grado, Universidad Mayor de San Marcos, pp 121-124.			Alex Álvarez
<b>TOTAL</b>			45	

### Course Assignments (graded and non-graded)

SESSION ASSIGNED	ASSIGNMENT	DATE DUE	GRADE
RME 1	A partir de tu idea de investigación <ul style="list-style-type: none"> <li>Define cuál es tu <b>tema de ISP</b>.</li> <li>Ensayá escribir un <b>título tentativo de tu ISP</b>.</li> <li>Elabora un listado de <b>5 títulos</b> de artículos científicos, capítulos de libros, etc. relacionados a tu tema de ISP.</li> </ul> Envía tu tema de ISP, tu título tentativo y el listado de 5 recursos bibliográficos por e-mail – <i>ver Assignment Sheet en Canvas</i>		n/a
RME 3	Registra en tu Diario de Campo, aplicando la técnica de la observación (DAI), lo que más llama de tu atención - <i>ver Assignment Sheet en Moodle</i>		10%
RME 5+6	Registra en tu diario de campo las respuestas a las preguntas sobre tu tema de trabajo en la Isla de Taquile, aplicando el DAI. Recuerda de usar las técnicas de la observación y la entrevista - <i>ver Assignment Sheet en Canvas</i>		10%
RME 8	Envía el PPI de tu propuesta de ISP via email - <i>ver Assignment Sheet en Canvas</i>		n/a
RME 9	Envía la justificación, objetivos y el criterio ético de tu propuesta de ISP via email - <i>ver Assignment Sheet en Canvas</i>		n/a
RME 10	Envía la revisión de la literatura y el marco teórico conceptual de tu propuesta de ISP via email - <i>ver Assignment Sheet en Canvas</i>		n/a
RME 11	Registra en tu diario de campo las respuestas a las preguntas sobre tu tema de trabajo en la Comunidad de Infierno, aplicando el DAI. Recuerda usar las técnicas de la observación y la entrevista - <i>ver Assignment Sheet en Canvas</i>		10%
RME 13	Envía el marco metodológico de tu propuesta de ISP via email - <i>ver Assignment Sheet en Canvas</i>		n/a
	Envía tu Propuesta de ISP via email - <i>ver Assignment Sheet en Canvas</i>		50%