

## **Independent Study Project** ISPR 3000 (4 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 Independent Study Project (ISP) offers students the opportunity to undertake a specific and individualized independent field study that falls within the program's parameters. The ISP provides access to material and human resources in Peru and facilitates greater understanding through further immersion into the host culture. Language training, RME, excursions, and the thematic seminars provide sources of information and additional skills training for research into the topic of the study. The direction and monitoring of the students during the ISP phase, reviews methods of learning as well as progress towards the finished project. The final paper, in turn, provides the material evidence of student achievement in application of the chosen research methods and in synthesizing experiences during the ISP. Projects are based on field studies and designed to take advantage of the unique human and material resources in Peru.

#### **Course Objectives**

- To enable students to conduct independent field research
- To enable students to undergo research in a foreign cultural milieu
- To give students the opportunity to practice language and intercultural skills while doing research
- To gain added understanding of the host culture
- To acquire specialized knowledge about the topic of study

#### **Learning Outcomes**

By the end of the ISP period, students should be able to:

- Identify, describe, and analyze information relevant to their research topic
- Acquire relevant information using language and intercultural skills learned in the program
- Apply a relevant research methodology learned in the program
- Discuss and reflect upon specific research issues identified in the program

- Explain phenomena or issues relevant to their research topic
- Write a research paper that includes primary and secondary sources

### **Course Requirements**

- Productive and appropriate use of the 120 hours dedicated to the completion of the ISP
- Demonstration of increased depth of understanding, analytical clarity, and cross-cultural sensitivity
- Demonstration of the implementation of techniques learned in the RME course
- Use of, above all, *primary sources* of information as opposed to restricting research to secondary resources
- Periodic progress conferences held with the academic director and the ISP advisor
- Success in meeting the deadlines
- Effective oral and written presentations of the project

To aid in determining the appropriateness of the preliminary proposal students should ask themselves the following questions:

1. Could this project be done in the U.S.? (If so, inappropriate)
2. Does this project require extensive library research? (If so, inappropriate)
3. Is this project sufficiently focused? (If not, inappropriate)
4. Can I reasonably expect to complete this project in the actual ISP period (actual study period = 1 month), given the limitations of time, transportation, linguistic challenges, access to resources, and costs? (If not, inappropriate)
5. Will this project require me to have extensive contact with Peruvians? (If so, possibly appropriate topic)
6. Could this project yield interesting, specific insight into an aspect of Peru, as well as new learning skills? (If so, possibly an appropriate topic)

### **Contact with Program**

For security reasons, all students, are required to contact the Program Coordinator periodically during the ISP period. Such communication is aimed also to update information for emergency contact and to address any personal concerns. When the issue refers to academic needs, such as concerns the students might have about their projects, the AD will be always available at the office, or by telephone or e-mail.

### **Written Paper**

The final project, of 25 pages in length, double spaced, and written in Spanish, must have the following elements:

- *Title page*: including the title (50 characters or less), students' name, the ISP advisor's name and the academic director's name.
- *Table of Contents*: must include page numbers.

- *Abstract*: a summary of what is to be found in the final project must be written in both Spanish and in English.
- *Introduction*: at least one page introducing the subject and major themes (i.e. what the reader should expect to find in your project).
- *Methodology*: one to three pages explaining how data was gathered, reflecting the information obtained in the RME lectures and readings.
- *Body*: the coherent development and articulation of the results of your research.
- *Conclusion*: one to three pages that present in a systematized manner the results of analysis.
- *Footnotes/Endnotes*: all quotes and paraphrased, borrowed ideas, or phraseology should be cited, along with statistics and figures used.
- *Bibliography*: books, articles, films, interviews, and any other source of information in standard form. Interviews should include the name of the interviewee (unless s/he wishes to remain anonymous), title/subject of interview, and date and place in which the interview took place. Whenever possible, the address and telephone number of the interviewees should appear in your ISP work journal.
- *Appendix*: optional. Items included for reader's reference (maps, diagrams, etc.).
- Bibliographic style in our academic work in the program is the American Psychological Association (APA)

The final paper should be neat, legible and error free. Poorly written and/or sloppy work will not be accepted.

### Oral Presentation

Each student will be expected to give an oral presentation in Spanish of his/her ISP as part of the final evaluation. Evaluation of the oral presentation will take into account the appropriateness of language used, voice projection, and visual aids. *All students are expected to prepare a PowerPoint presentation or similar.* A copy of this presentation should be given to the academic director at the end of the presentation. If a student wishes to use a different type of visual aid this should be discussed with the academic director at least two weeks before the presentation.

### Evaluation and Grading Criteria

#### Assessment:

ISP paper	70%
Oral presentation	20%
5 meetings with advisor	10%

**Important: Ethics issues are very important. If a student has done his/her research about an indigenous community, or has had a key institution/person who should know about its results, it's an ethical obligation to send a copy of the ISP paper to each party, by mail, or e-mail (if it is possible). This must be done during**

the evaluation week, while in Cuzco. In case of omission, 1 point will be diminished from the corresponding criteria.

### Grading Scale

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, and the ability to take into account and assimilate the academic director's advice in assessing the work done. An "A" letter grade reflects exceptional work and perfect combination of academic competences, research, and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

The grading scale for all classes is as follows:

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

### **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.