



SIT Study Abroad

a program of World Learning

2014 Course Catalog

Field-based programs in more
than 30 countries worldwide



Field Study Focused on Critical Global Issues

SIT Study Abroad programs examine global issues in specific geographical and cultural contexts using an interdisciplinary approach. Topics covered often cross these designations, and coursework may be applicable to a range of academic departments.

- Arts, Media, and Social Change
- Development, Urban Studies, and Entrepreneurship
- Global Health
- Multiculturalism, Migration, and Indigenous Peoples
- Natural Resource Management, Biodiversity, and Environmental Policy
- Post-Conflict Transformation
- Social Movements, Education, and Human Rights

The SIT Experience

- Rigorous academic programs through a field-based, experiential approach
- Undergraduate research through an Independent Study Project
- Cultural immersion through fieldwork, intensive language classes, and urban and rural homestays with local families
- A small group of students in each program, supported by SIT faculty and staff, homestay families, in-country experts, and community members
- Access to SIT's extensive local resources and networks
- A commitment to reciprocity as the foundation of our educational philosophy

Cover photo: Studying with water buffalo in Sa Pa, Vietnam. Taken by Heidi Strike on the IHP/Comparative: Health and Community program.

This page: Domes of the Sidi Bou Makhrouf Mausoleum in El Kef, Tunisia

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CHILE	Cultural Identity, Social Justice, and Community Development	63
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Programs by Critical Global Issue

Arts, Media, and Social Change

Consider the relationship between art, politics, and society in historical and contemporary periods.

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INDIA	National Identity and the Arts	40
INDONESIA	Arts, Religion, and Social Change	42
MOROCCO	Field Studies in Journalism and New Media	31
NICARAGUA	Youth Culture, Literacy, and Media	68
SENEGAL	National Identity and the Arts	20

Development, Urban Studies, and Entrepreneurship

Witness firsthand the innovative solutions communities are pursuing to build healthier, more livable, equitable, and sustainable societies.

ARGENTINA	Regional Integration, Development, and Social Change	56
CAMEROON	Social Pluralism and Development	14
CHILE	Political Systems and Economic Development	64
ECUADOR	Development, Politics, and Languages	67
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MADAGASCAR	Urbanization and Rural Development	18
NEPAL	Development and Social Change	44
UGANDA	Development Studies	26
VIETNAM	Culture, Social Change, and Development	47
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Global Health

Explore the strengths and limitations of diverse wellness systems, healthcare delivery models, and related healthcare policies.

ARGENTINA	Public Health in Urban Environments	55
BRAZIL	Public Health, Race, and Human Rights	60
CHILE	Public Health, Traditional Medicine, and Community Empowerment	65
INDIA	Health and Human Rights	39
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Multiculturalism, Migration, and Indigenous Peoples

Study the often complex roots of historical, sociopolitical, economic, and transnational forces that shape countries and regions.

BOLIVIA	Multiculturalism, Globalization, and Social Change	58
CHINA	Language, Cultures, and Ethnic Minorities	38
JORDAN	Modernization and Social Change	30
MOROCCO	Migration and Transnational Identity	32
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SAMOA	Pacific Communities and Social Change	46
TUNISIA	Emerging Identities in North Africa	34

Natural Resource Management, Biodiversity, and Environmental Policy

Explore the relationship between environmental and resource management policies, socioeconomic objectives, and ecological realities.

AUSTRALIA	Rainforest, Reef, and Cultural Ecology	36
AUSTRALIA	Sustainability and Environmental Action	37
BRAZIL	Amazon Resource Management and Human Ecology	59
ECUADOR	Comparative Ecology and Conservation	66
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Post-Conflict Transformation

Look at the historical, geopolitical, and social dimensions of contemporary conflicts, as well as the present-day realities facing post-conflict societies.

RWANDA	Post-Genocide Restoration and Peacebuilding	19
SERBIA, BOSNIA, and KOSOVO	Peace and Conflict Studies in the Balkans	51
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Social Movements, Education, and Human Rights

Examine the role of civil society and mass groups—including labor, environmental, indigenous, and gender—in relation to improved social conditions and human rights.

ARGENTINA	Social Movements and Human Rights	57
BRAZIL	Social Justice and Sustainable Development	61
CHILE	Comparative Education and Social Change	62
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India

SIT Study Abroad Priorities

Academic Quality

SIT Study Abroad delivers challenging academic programs that engage students in critical global issues in a field study context. Experiential, interdisciplinary programs examine themes from a variety of perspectives and prepare students to conduct significant independent fieldwork on relevant topics.

Safety and Security

Student health, safety, and security are SIT Study Abroad's highest priority. Extensive experience and global networks equip SIT to continuously evaluate safety and security conditions prior to departure and throughout each program, including homestays, excursions, and the Independent Study Project period. For further information on safety and security, please see page 78.

Diversity

The best learning occurs when diverse individuals come together in an open, respectful environment. SIT Study Abroad works actively to provide learning opportunities for students from a wide variety of backgrounds.

Reciprocity

SIT Study Abroad is deeply embedded in local communities around the world. All program components are designed to respect the strengths of local partners to foster enduring relationships. Students contribute to achieving common goals by becoming an integral part of these partnerships. In this way, SIT and its local networks work together to realize their shared mission.

Global Citizenship

Studying abroad is only the first step to lifelong learning, growth, and engagement at home and around the globe. SIT encourages students to utilize and share their transformative experiences to enhance their future studies, careers, and communities as socially responsible individuals.

It is the policy of World Learning to provide equal employment and educational opportunities for all persons regardless of age, ethnic origin, gender, nationality, physical or learning ability, race, religion, sexual orientation, gender identity, protected veteran's status, or any other legally protected status.

SIT Study Abroad Summer Programs

Students can take full advantage of their summer months through SIT Study Abroad's summer programs, which utilize the same experiential academic approach as SIT's semester programs. Each summer program focuses on critical issues and includes intensive study of a less commonly taught language and/or a specific topic relevant to the local context.

“Each week we had a different guest speaker present on different international issues, ranging from international health and environmental sustainability to refugee rights. The presenters were experts in their fields and I felt as though I learned a lot about how we are currently targeting these issues and the methods we are using to solve them.”

Megan Godfrey, University of Oregon, Switzerland: International Studies and Multilateral Diplomacy





China

Community Health and Traditional Chinese Medicine

Iceland

Renewable Energy, Technology, and Resource Economics

India

Himalayan Buddhist Art and Architecture

India

Traditional Medicine and Healthcare Practices



Jordan

Intensive Arabic Language Studies

Madagascar

Traditional Medicine and Healthcare Systems

Morocco

Arabic Language and Community Service

Nepal

Geoscience in the Himalaya

South Africa

Education and Social Change

Switzerland

International Studies and Multilateral Diplomacy



Uganda and Rwanda

Peace and Conflict Studies in the Lake Victoria Basin

Program Components

SIT programs foster experiential learning, intensive cultural immersion, substantial community engagement, and an emphasis on field-based research. The SIT Study Abroad program curriculum incorporates classroom instruction and field study into each course. Semester programs offer either 16 or 17 credits, and summer programs offer between 6 and 9 credits.

Each SIT program is composed of several of the following components:

Interdisciplinary Seminars

Thematic seminars merge student experience with academic theory to examine critical issues from multiple perspectives. Students learn from SIT faculty as well as guest lecturers from local universities, research institutes, nongovernmental organizations (NGOs), and community and professional associations. Field-based activities and assignments complement readings, discussions, and research papers, allowing students to engage in a variety of study methods.

Educational Excursions/Site Visits

Excursions outside the classroom are an integral part of each program. Excursions can include half-day or daylong site visits to government agencies, NGOs, or professional associations. They can include longer stays, such as visiting a rural village, ecosystem, or neighboring country. Excursions provide comparative perspectives on important program themes and offer new settings in which to engage in fieldwork, practice language skills, and make contacts for the Independent Study Project. Intensive learning—through seminars, workshops, and group discussions—continues during periods of excursion.

Intensive Language Study

Programs typically offer language study at the intermediate and advanced levels and/or beginning instruction in a less commonly taught language spoken by the local community. Language courses incorporate formal classroom instruction, discussion, and field exercises designed to enhance student engagement while improving oral and written competence. Select programs are taught entirely or partly in the target language. To read more about language study with SIT, see pages 8–9.

Research Methods and Ethics

Students learn appropriate methodologies that prepare them to undertake fieldwork on topics connected to the program's theme and specific cultural context. Students develop research skills and approaches including cross-cultural adaptation and skills building; project selection and refinement; contact and resource cultivation; observation and interviewing skills; gathering, organizing, and presenting findings; and maintaining a field journal. Students also examine the ethics and impact of their research on local communities and are required to follow the World Learning/SIT Human Subjects Review Policy, which serves as an approval process and guide for ethical field study practices.

Independent Study Project (ISP)

Typically conducted during the last month of the semester, the ISP allows students to pursue original field-based research on a topic of their choice within the program's thematic parameters. The academic director advises each student on developing a project plan. Students also identify an ISP advisor who works with the student on the design, implementation, and evaluation of the student's research project. Final projects generally include a 20- to 40-page paper and presentation to peers, academic staff, and interested members of the host community. For more information about the ISP and undergraduate research with SIT, see page 10.

Case Studies

Case studies offer opportunities for in-depth investigation and study through independent research and field visits. Students observe people and practices related to their chosen subject matter. Projects may include interviews with community members or local agencies, written questionnaire surveys, and thematic and quantitative content analyses. Students may design oral presentations of research findings.

Homestays

Most programs include at least one homestay experience, offering students the chance to gain a close view of the local culture and to experience the daily rhythm of life in the host country. Homestays provide further context and perspectives on issues being studied, as well as opportunities to improve language skills and deepen cultural understanding. SIT designs homestays to reflect the full diversity of the community, partnering with families who represent a variety of occupational, economic, and educational levels. Many programs offer homestays in both urban and rural areas to give students contrasting views of life in different social or ethnic contexts.

When not in homestays, students stay in appropriate lodgings that may include guest houses, educational institutions, camping, or small hotels.

Community Volunteer Experience

On some SIT programs, students may have the opportunity to pursue community volunteer experiences that allow them to take more active roles in the issues they are studying. Some students may choose to incorporate a guided practicum experience into their Independent Study Project.

Orientation, Program Evaluation Period, and Reentry Preparation

All programs include a thorough orientation that incorporates health and safety information and tools for cross-cultural adaptation. Programs conclude with a guided reflection and discussion period that examines the impact of the experience. Through this reentry preparation, students are encouraged to consider how they can incorporate their experience in the future. During this time, students also have the opportunity to provide feedback on their program.

SIT's Academic Approach

“While studying abroad with SIT, you are constantly being stimulated, constantly learning, and constantly being challenged. It redefines education and provides you with the tools to redefine the world, and your role in it.”

Lucy Wallace, Connecticut College, Ecuador: Development, Politics, and Languages



A Pioneer in Experiential Education

For over fifty years, SIT has provided carefully designed and thoughtfully facilitated study abroad programs rooted in the experiential education learning model.

SIT programs emphasize that education is a blend of structured and unstructured experiences and that student learning happens through multiple formats—lectures, field visits, language study, homestays, and day-to-day interactions with local communities—in classroom and field-based settings.

Our programs reflect a rigorous, intentional approach to the experiential learning cycle—at SIT, the experiential is not an aspect of what we do; it is the foundation of all student learning.

SIT students learn to put into practice appropriate field research methods such as participant observation, cultural analysis, interviews, transects, oral histories, and quantitative data collection. They apply tools of investigation and analysis and develop greater curiosity, confidence, and self-awareness.

Students are engaged in a facilitated and mentored process of translating experience into learning in order to prepare them for more independent inquiry. This approach not only teaches students how to integrate the disparate elements of the program; it leads to greater reflection on and understanding of the complexity of the critical global issues our students examine. Students take this holistic and rigorous approach to learning with them into their future academic and professional endeavors.

Language Study

A critical tool for conducting field-based research and fostering intercultural understanding



Kenya

How SIT Teaches Language

On SIT programs, language learning is classroom- and field-based; emphasizes oral proficiency; and carries into lectures, field method exercises, the homestay, and other program components. SIT views language learning as an essential and foundational tool to greater intercultural competency, thematic understanding, cultural integration, and the pursuit of an Independent Study Project.

Language Levels

SIT language courses do not always follow the traditional progression offered on most college campuses: the content and learning outcomes typically are specific to the location; reflect the local context, dialect, and community; and, on many programs, are tailored to the theme and learning objectives of the program (e.g., Spanish for the Health Sciences).

Many SIT programs offer language study at intermediate and advanced levels; other programs may offer beginning instruction in a less commonly

taught language spoken by the local community. Students have an oral proficiency interview shortly after arrival to determine their appropriate placement and language level. Some programs offer guided self-instruction for students whose language level exceeds the levels typically offered on the program.

Prerequisites

Some SIT programs have a language prerequisite. In order to be admitted to a program with a language prerequisite, a student must obtain the required level of proficiency prior to beginning the program. This can be achieved by studying the language at the college level for the required number of terms or achieving the equivalent proficiency level in another way.

Please see individual program pages in this catalog or on the SIT website for language course syllabi and program-specific information pertaining to credits and prerequisites.

“I was drawn to SIT Morocco because of the heavy concentration on language. Today, my Arabic is polished, professional, and competent, which has opened many doors.”

Asil Yassine, Austin College, Morocco: Multiculturalism and Human Rights

SIT deeply values less commonly taught languages spoken by local communities, in addition to the official language(s) of the country.

Languages Offered for Credit

Asia and the Pacific

Bahasa Indonesia
Chinese
Hindi
Mongolian
Nepali
Samoan
Tibetan
Vietnamese

Africa, South of the Sahara

Acholi
French
isiXhosa
isiZulu
Kinyarwanda
Kiswahili
Luganda
Malagasy
Twi
Wolof

Latin America

Portuguese
Quechua
Spanish

Europe

Czech
Dutch
French
Icelandic
Serbian/Bosnian/
Croatian

North Africa and the Middle East

Modern Standard Arabic *
French

**Students participating in programs in Jordan, Morocco, and Tunisia receive additional instruction in Jordanian Colloquial Arabic, Moroccan Colloquial Arabic, or Tunisian Colloquial Arabic, depending on the country of study.*

Additional Languages Taught (Not Credit-Bearing)

On some programs, students receive exposure to an additional local language—such as those listed below—through a workshop or other format.

Afrikaans | Balinese | Fulfulde | Pidgin English

At the Forefront of Undergraduate Research Abroad

SIT has been equipping undergraduate students for decades with the tools, contacts, and knowledge to complete primary research abroad. Countless SIT students have cited that learning how to produce a field-based research project is one of the most exciting and valuable aspects of studying with SIT.

The Independent Study Project (ISP)—What is it?

Through the ISP, students pursue original, field-based research on an approved topic of interest to them that results in a substantial final project. On many programs, the project can take one of three forms:

- An ISP that addresses a formulated research question*
- A creative ISP that incorporates artwork or a performance
- A practicum-based ISP

In each case, the project must include original fieldwork, incorporate a final presentation, and result in a formal research paper. In pursuing their ISP, students are encouraged to interact with scholars and other mentors both in the host country and at their home colleges and universities through a collaborative process that stimulates inquiry-based learning.

Students are encouraged to examine the ethics of their research and consider its impact on local communities.

**A vast majority of SIT students complete this ISP option. In most instances, students could pursue any of the three options, although some programs may lend themselves better to one option over another. For example, students interested in producing a creative ISP are strongly encouraged to consider studying abroad on one of SIT's arts-focused programs.*

SIT Sets the Standard for Practice in the Field

SIT Study Abroad was among the first in the field to implement a Human Subjects Review across a broad geographic spectrum and has long been a leader in the areas of research methods and ethics.

SIT places the highest importance on research ethics and ensures that students acquire the knowledge needed to conduct field study in an environment in which local and academic normative ethics are observed. SIT's federally registered Institutional Review Board (IRB) is responsible for overseeing the implementation of ethical research on all SIT programs. Local review boards in each location review projects as part of the IRB process.

Support and Guidance—From Start to Finish

The ISP is completed at the end of the semester and is designed to integrate the learning, knowledge, field experience, and contacts acquired from all other components of the program. SIT faculty and staff provide students with relevant coursework instruction, field experience, and guidance from the initial proposal stage through project completion.

Many students enroll in an SIT program with limited, or no, primary field research experience; the ISP is often the first opportunity for students to learn how to undertake a field-based research project in an intercultural setting.

The ISP—A Stepping Stone to Future Achievements

- Senior theses
- Undergraduate research symposia
- Professional association conference presentations
- Fulbright and Watson fellowships
- Graduate school
- Career advancement



Faculty

Each program portfolio is supported by a collaborative team of academics—deans, on-site faculty, traveling faculty, and guest lecturers—and highly trained professional support staff.



“SIT Tanzania helped me develop a different perspective on the world and to view things through a very different, non-western lens.”

Tara Boggaram, The University of Texas at Austin
Tanzania: Wildlife Conservation and Political Ecology

Who directs SIT programs?

SIT programs are led by an academic director—an accomplished academic and experienced program manager who typically lives full time in the country of study. Academic and program directors are responsible for instructional content, synthesis of classroom and field experiences, and daily program operations. These faculty, in close consultation with academic deans, craft a rigorous curriculum and design field and research experiences that match student needs and interests.

Who provides instruction?

To facilitate a highly immersive and academically rich study abroad experience, each program assembles an exceptional array of program contributors to serve as lecturers, Independent Study Project (ISP) advisors, workshop leaders, and local resources. Academic directors, traveling faculty, and country coordinators include tenured university professors, scientists, medical doctors, published authors, critically acclaimed artists, community activists, and others with extensive experience in higher education, study abroad, and international and local NGOs. They are experts in their fields and extremely well networked in-country.

Guest lecturers and traveling faculty include leading academics at in-country universities, medical practitioners at local hospitals and clinics, political leaders, scientists conducting groundbreaking research, executive directors of NGOs and professional associations, MBAs, artists, community activists, and indigenous leaders. Language instruction is provided through SIT instructors and experienced faculty at language institutes and local universities.

These individuals spend numerous hours with students and provide invaluable access and opportunities to explore local issues from the perspectives of the people who live there.

What other support is provided?

Students also benefit from the efforts of numerous local staff who provide vital academic, logistical, and cross-cultural support. Administrative staff on most programs includes a program assistant and homestay coordinator.

Detailed faculty and staff biographies are available on each program's web page.

How to Navigate the SIT Study Abroad Website

Individual program details may have changed since this catalog was published, so please visit our website, www.sit.edu, for the most detailed and up-to-date information.

Programs

Listing of all semester and summer programs by country, region, term, and critical global issue.

Academics

Information on program components, including coursework, credit transfer, and language study.

Admissions and Alumni Contacts

How to apply, the admissions process, program availability, and information on how to contact recent students.

Financial Information

Scholarships, financial aid, and more.

SIT STUDY ABROAD HOMEPAGE



Coursework

Courses, credit distribution, and syllabi specific to that program.

Faculty

Program director, faculty, and support staff bios.

Select Your Term

Choose a term to view relevant details for that semester.

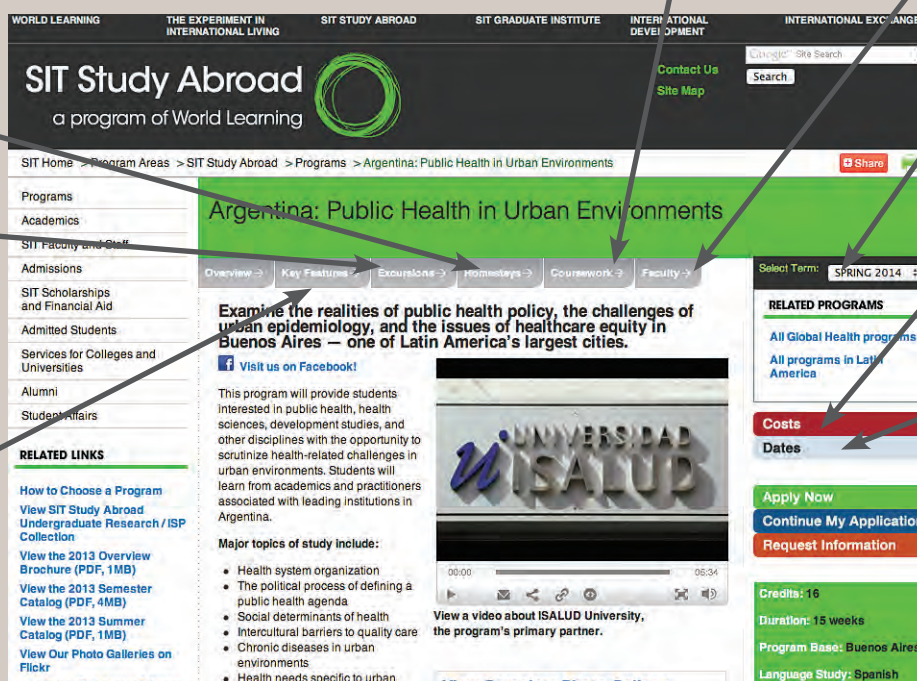
Costs

Tuition, fees, and room and board details.

Dates

The start and end dates of the program.

SAMPLE PROGRAM PAGE



Homestays

Information on host families, homestay locations and duration, and other accommodations.

Excursions

Details on field visits and student experiences outside the program base.

Key Features

Description of program components, such as the program base, Independent Study Project topics, possible community volunteer experiences, and language study.



AFRICA, South of the Sahara

CAMEROON <i>Social Pluralism and Development</i>	14
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UGANDA <i>Post-Conflict Transformation</i>	27

Cameroon

Social Pluralism and Development

Examine social, economic, and political development patterns in one of West Africa's most ethnically and geographically diverse countries.

Coursework

Lecturers are drawn from institutions such as the University of Dschang, Ngaoundéré's Community Research and Development Center (COREDEC), and the University of Yaoundé, as well as international, regional, and local organizations and civil society from throughout Cameroon.

Social Pluralism and Minorities

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course taught predominantly in French, exploring Cameroon's complex pre-colonial history and postcolonial national identities, as well as efforts by the state and civil society to improve the status of women and minority groups. In addition to lectures and discussions, the course relies on readings, educational excursions, group processing sessions, participatory workshops, and student presentations.

Course topics typically include: Cameroonian political, economic, and social history; the place of the Anglophone in Cameroon; Baka-Bagyele (Pygmy) communities and their engagement with the practices and politics of development; Bamileké history and the traditional structures of the Chefferies; Bamileké traditional ceremonies; Chefferies and "African democracy."

Development and Social Change in Cameroon

SDIS 3000 / 3 credits / 45 class hours

An interdisciplinary course taught primarily in French examining foundational concepts, principles, and paradigms of development studies and social change for the purpose of critically engaging with specific topics and issues relating to the Cameroonian context. Through formal lectures, assigned readings, group discussions, and field visits, students explore the ways in which development initiatives—in local, regional, and national contexts—aim to change structural relationships in society.

Course topics typically include: Development theories and approaches in Cameroon; development organization modalities and the efficacy of international aid; roles and

responsibilities of women and men in Cameroon; emergent gaps between modern and traditional gendered identities; effects of educational access and financial independence; Islam in the Grand North of Cameroon; tensions between Koranic and secular education; interaction of traditional Muslim authorities, local political power, modernity, and faith-based approaches to development.

Educational Excursions

The program typically includes two or more visits to northern, northwestern (Anglophone), coastal, southern, and western Cameroon, including Ngaoundéré, Dschang, Douala, and Kribi. These excursions give students multiple perspectives of the country by examining its varied geographical regions, linguistic and cultural practices, and peoples.

French for Development Studies

FREN 2000–3000 / 3 credits / 45 class hours

This language course focuses on the acquisition of French as used in the areas of development and social change in Francophone Africa. In addition to enhancing students' vocabulary and communication skills, the course equips students with the language tools needed to work with nongovernmental organizations and grassroots associations and to comfortably discuss development aid in local contexts. In addition to French, students receive introductory (non-credit bearing) language training in Pidgin English and Fulfulde while on excursion, to further their integration in multilingual Cameroon.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, providing students with the essential tools required to conduct independent study on topics related to development and social pluralism in Cameroon. Students are introduced to the Independent Study Project (ISP) and develop the ISP proposal. Material includes cross-cultural adaptation and skills building; research design, project selection, and refinement; appropriate methodologies; field study ethics and the World Learning/

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Yaoundé

Language Study French, plus Fulfulde and Pidgin English

Homestays Yaoundé, 5 weeks;
Ngaoundéré, 2 weeks

Rural Visit/Homestay West Region, 2 weeks

Other Accommodations Hostels, private homes, and small hotels

Independent Study Project 4 weeks

Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

SIT Human Subjects Review Policy; establishing contacts and identifying resources; honing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Yaoundé or in another approved location in Cameroon appropriate to the project. Students have the option to pursue a research- or practicum-based Independent Study Project (ISP). In the practicum-based ISP, students select a community or nongovernmental organization in consultation with the academic director. In both forms of the ISP, a final paper and oral presentation are submitted for evaluation. **Sample topic areas:** village-based education; traditional healing; bilingualism and the media; makossa musical styles; oral histories of the Bamileké people; women's village cooperatives as development practice; the economic and social impacts of oil production in Cameroon.

Ghana

Social Transformation and Cultural Expression

Explore Ghana's rich cultural heritage and contemporary society through engagement with Ghanaian scholars, writers, and artists.

Coursework

Lecturers are drawn from institutions such as the Institute of African Studies at the University of Ghana, Legon; the University of Education, Winneba; the Kwame Nkrumah University of Science and Technology, Kumasi; the University of Cape Coast; and the University of Development Studies, Tamale.

Social Transformation and Cultural Expression

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary seminar taught in English that explores a broad spectrum of artistic forms in Ghana from diverse cultural and geographical spaces. The course provides a critical examination of the impact of local, regional, and global influences on, and emanating from within, Ghanaian artistic practices, and the articulation of these cultural expressions with social change.

Course topics typically include:

Queen mothers and gender roles in traditional government; the transatlantic slave trade and its impact on contemporary Ghana; Ghanaian geography, history, and postcolonial politics; Ghana's religious spectrum and synergies—traditional religions, Islam, and Christianity; mutual aid societies; education in contemporary Ghana; traditional and contemporary midwifery; nongovernmental organizations (NGOs); rural and urban dynamics; gender issues; regional diversity in the national context.

Visual and Performing Arts in Ghana

ARTS 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English that provides students with access to Ghana's rich diversity of artistic traditions through performances, workshops, lectures, and demonstrations by scholars, artisans, musicians, and individuals recognized as expert practitioners in their respective fields. The course engages students in multiple artistic expressions from across Ghana with an emphasis on participation and active involvement.

Course topics typically include:

Contemporary and traditional Ghanaian music (incorporating drumming and other instrument

workshops and demonstrations); the study of postcolonial literature and oral literary traditions; kente cloth weaving and West African fashion; the history of beadmaking (incorporating glass bead-making workshops); dance and nation building (including demonstrations and participatory dance workshops); current Ghanaian and West African film and television production.

Educational Excursions

The program includes extended excursions to Kumasi (Ashanti Region), Cape Coast (Central Region), Tamale (Northern Region), Klikor (Volta Region), and Krobo-Odumase (Eastern Region), as well as other parts of Ghana. The excursions are designed to expose students to Ghana's formidable cultural and artistic diversity and to promote nuanced perspectives on the variety of local artistic expressions. Students spend one and a half weeks in rural Ashanti Region furthering their Twi language acquisition while engaged in research projects designed to fine-tune data collection skills and methodologies.

Intensive Language Study: Twi

TWII 1000 / 3 credits / 45 class hours

The study of Twi—specifically, Asante Twi—emphasizes beginning speaking and comprehension skills through classroom and field instruction. Formal instruction in Asante Twi is augmented by language practice with host families during homestays and village participation. Students gain skills for independent language acquisition outside the classroom setting.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, covering methodological approaches needed to conduct mentored independent study in the visual or performing arts in Ghana. Material includes cross-cultural adaptation and skills building; research design, project selection, and refinement; appropriate methodologies, including arts-based research practices; field study ethics and the World Learning/SIT Human Subjects Review

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Accra

Language Study Twi

Homestays Accra, 2 weeks; Kumasi, 2 weeks

Rural Visit/Homestay Ashanti Region, 12 days

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites None

Policy; establishing contacts and identifying resources; honing skills in observation and interviewing; gathering, organizing, and communicating data, maintaining a field journal; data analysis; report writing; and formal research presentations. Students are also supported in the production of a creative ISP. The course thus introduces arts-based research methods (including narrative, dance, poetic, visual, and musical-based inquiry).

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Accra, Kumasi, or another approved location in Ghana appropriate to the project. The ISP may comprise a standard field-based research project; a creative ISP featuring visual, textual, or performing arts work; or a practicum-based ISP with an arts NGO. **Sample topic areas:** batik, kente, and adinkra cloth; Afa divination; storytelling; regional dance styles; African theater for development; the Ghanaian film industry; religious expression in traditional arts; craft production for the tourist trade; urbanization and artistic expression; nationalism and the arts.

Kenya

Urbanization, Health, and Human Rights

Study the intersections of health, human rights, and cities at multiple sites in Kenya, where rapid urbanization is transforming access, equity, and well-being.

Coursework

Lecturers are local specialists, academics, and practitioners drawn from the University of Nairobi, Kenyatta University, nongovernmental organizations (NGOs), civil society, the government of Kenya, and UN agencies including UN-HABITAT.

Health and Human Rights in Kenya

IPBH 3000 / 3 credits / 45 class hours

An interdisciplinary seminar conducted in English exploring the links between health, healthcare, and individual and community human rights in Kenyan contexts. Using a comparative approach supported by educational excursions, readings, and lectures, the course situates discussions of health and human rights in diverse contexts to provide a framework for understanding biomedical and traditional concepts of health and healing that are meaningful in Kenya, while focusing on the human rights dimensions of health and healing through an interrogation of power and positionality.

Seminar topics typically include:

Introduction to health in Kenya; health as a human right; Kenya's public healthcare system; gender-based violence in Kenya; reproductive health and women's healthcare needs; the sociology of HIV/AIDS; traditional healing; community healthcare projects; medical pluralism in Kenya; demographics, infrastructure, and access to healthcare; food and nutrition; public health education.

Urbanization and Public Health

IPBH 3500 / 3 credits / 45 class hours

Taught in English, this interdisciplinary seminar examines public health and urban space in Kenya. Through hands-on, experiential learning opportunities, together with lectures, readings, and discussions, students explore historical patterns of urbanization in Africa, including the impact of colonial medical discourses on dense human habitation, and focus on health as it relates to housing, infrastructure, and land tenure in Kenya's burgeoning urban areas.

Seminar topics may include:

Colonialism, urbanization, and foundations of inequality; urban planning since independence;

planning for growth; consequences of rapid urbanization; health and hygiene in informal settlements; healthcare access in cities; health, housing, and human dignity; displacement and evictions; the gendered city; new urbanisms in Kenya.

Educational Excursions

Program excursions to Lamu, a UNESCO World Heritage site on the cusp of dramatic urban development; Malindi, a fishing settlement grappling with an influx of international tourism and attendant health issues; Kisumu, on Lake Victoria; and Konza Techno City, a proposed master-planned "Silicon Savannah" near Nairobi, offer multiple sites from which to interrogate issues of health and human rights in a variety of settings and scales. A one-week village homestay in a Mijikenda community on Kenya's coast gives students the opportunity to further hone Kiswahili language skills while comparing rural perspectives on health and human rights in Kenya.

In addition to these extended excursions, seminars incorporate short field visits in Mombasa and Nairobi, including community health clinics, international and local NGOs, UN agencies, government offices, and community-based organizations.

Intensive Language Study: Kiswahili

SWAH 1000-3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning or intermediate classes, with further language practice during homestays, discussions, and field visits.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, Research Methods and Ethics enables students to understand field-based learning techniques and critical ethical issues involved in research design, to gain the requisite knowledge and skills to effectively carry out mentored independent research in Kenya. Students are

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Nairobi and Mombasa

Language Study Kiswahili

Homestays Mombasa, 2 weeks;
Nairobi, 2 weeks

Rural Visit/Homestay Takaungu, 1 week

Other Accommodations Guest houses,
hostels, or small hotels

Independent Study Project 4 weeks

Prerequisites None

introduced to the Independent Study Project (ISP) and develop the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; research ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; qualitative research methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Nairobi, Mombasa, Kisumu, or in another approved location appropriate to the project within Kenya. **Sample topic areas:** health and Nairobi's informal settlements; primary healthcare options in urban and rural Kenya; housing and human rights; prenatal healthcare; family planning in rural Kenya; HIV/AIDS peer education; nutrition and health programming in Kisumu; land tenure in Kibera; Kenyan Muslim women, citizenship, and the Katiba; healthcare access and accountability; urbanization, environmental degradation, and public health.

Madagascar

Biodiversity and Natural Resource Management

Explore environmental challenges, conservation, and development strategies in Madagascar, an island nation isolated from neighboring landmasses for more than one hundred million years.

Coursework

Program lecturers are drawn from the Libanona Ecology Center in Fort Dauphin, the Department of Natural Sciences at the University of Antananarivo, and the Marine Studies Institute of the University of Tuléar, as well as international and local environmental nongovernmental organizations, including Madagascar National Parks, World Wildlife Fund, Azafady Blue Ventures, Reef Doctor, and Honko.

Biodiversity and Natural Resource Management

ENVI 3000 / 3 credits / 45 class hours

An interdisciplinary seminar conducted primarily in French with required readings and relevant educational excursions focused on Madagascar's southern region.

Seminar topics typically include:

Biodiversity and Natural Resources

Physical and cultural geography; humid, littoral, alpine, riverine, and dry forest ecosystems; national, private, and community-based protected areas management; environmental impacts of mining and economic development; animal behavior and ecology; ethnobotany with an emphasis on medicinal plants; mangroves, coral reefs, and southern marine ecosystems.

Malagasy Society and Cultural Values

Impacts of traditional belief systems and social hierarchies on environmental governance and management; ethnicity, ethnic identity, and celebration of *razana* (ancestors); gender roles and traditional values in Malagasy society.

Educational Excursions

The program includes excursions to Ranomafana rainforest; the Spiny Desert; the littoral forest of Sainte Luce; Andasibe, Andringitra, Isalo, Ankarana, and Amber Mountain national parks; community-managed reserves at Anja and Ifotaka; Mandena conservation site, a mining biodiversity offset; fishing villages; and the barrier reef of Tuléar. These excursions provide students with direct knowledge of specialized ecological zones, rural conservation and development issues, and the challenges of integrating conservation and sustainable development.

French for Natural Sciences

FREN 2000–3000 / 3 credits / 45 class hours

This language course focuses on oral proficiency in the context of the natural sciences, with a biodiversity and natural resource management concentration. French language teaching is targeted toward the many activities in the thematic and research methods seminars to best support independent student fieldwork. The course facilitates students' interactions with a range of professionals working to manage natural resources while promoting development within the local cultural context. In support of these objectives, course content provides additional focus on the fundamentals of spoken and written French to increase student capacity. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice during homestays and on field visits.

Intensive Language Study: Malagasy

MALA 1000 / 3 credits / 45 hours

The course emphasizes beginning speaking and comprehension skills through classroom and field instruction to facilitate daily interaction and cross-cultural communication. Formal instruction is augmented by language practice with homestay families and during field visits.

Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 class hours

Conducted primarily in English, this course prepares students for the Independent Study Project (ISP) through a focus on social and natural science research methods. Students learn to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate a variety of environmental issues. Course materials focus on project selection and refinement, research design, writing a proposal, research ethics and the World Learning/SIT Human Subjects Review Policy, developing contacts and finding resources, interviewing and conducting surveys, maintaining a field journal, data analysis, writing the ISP, and presenting research findings.

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Fort Dauphin (Tolagnaro)

Language Study French, Malagasy

Homestay Fort Dauphin, 4 weeks

Rural Visit/Homestay Faux Cap Region, 1 week

Other Accommodations Hostels, campsites, or small hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework in environmental studies, ecology, biology, or related fields. Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

Specific ecological research methods may include habitat surveys, fauna and flora identification and inventories, biodiversity monitoring, population censusing, habitat use, and animal behavior.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted primarily in southern Madagascar or other approved locations, as appropriate.

Sample topic areas: behavioral ecology of lemurs; community-based resource management; conservation assessments of endangered species; reforestation; coral reef management and conservation; medicinal plants in the marketplace; ecotourism; carbon sequestration and financing; land tenure reform and agricultural production; cash crop production and links to local livelihoods; sacred forests; sustainable land use techniques.

Madagascar

Urbanization and Rural Development

Study rapid urbanization and rural development efforts in Madagascar while exploring the country's diversity and rich cultural heritage.

Coursework

Lecturers include faculty from the University of Antananarivo, the University of Mahajanga, and other program partners, including community organizations and civil society.

Urbanization and Rural Development Seminar

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted primarily in French, with required readings in English and French. Assignments may be completed in English or French. Relevant field-based activities and educational excursions complement classroom-based lectures and discussions. The course takes a holistic approach to understanding the roles of geography, migration, history, ethnicity, language, religion, politics, development, and economics in shaping urban and rural Malagasy communities and in contributing to the increasing rural exodus evident in Madagascar.

This course includes three interrelated modules:

Foundations of Malagasy Culture and Society

Ethnicity and ethnic identity; family and kinship; religion; veneration of *razana* (ancestors); ancestral homelands; gender roles; physical and social geography; traditional values and global influences in society; verbal arts (including folklore, proverbs, and speech-making); music and dance.

Subsistence Agriculture and Rural Migrations

Social structure of village life; cultural role of cattle; rice farming; agricultural practices and technology; land tenure; rural development; microfinance; role of local nongovernmental organizations; rural migration and exodus; defining poverty and prosperity.

Urbanization and Rural Development

Urbanization causes and consequences; social and economic factors in rural to urban migration; public health; housing; resource access and management; infrastructures; public administration and government policies; foreign aid.

Educational Excursions

Excursions to locations across Madagascar are essential to providing a more complete

representation of the country's complexity, including a diversity of ethnic, geographical, and ecological landscapes. While the exact itinerary may vary from semester to semester, the program typically includes excursions to eastern and northwestern Madagascar, including Andasibe and Ankarafantsika national parks, Mahajanga, and Taomasina/Tamatave. Students also spend a week in rural areas of the Vakinankaratra region in the central highlands.

French in the Malagasy Context

FREN 2000–3000 / 3 credits / 45 class hours

French in the Malagasy Context focuses on the rich Malagasy cultural and literary production in French. By studying postcolonial texts, students learn about the postcolonial politics of Malagachisation, bilingualism, and the role of French language in the integration of Malagasy society into the international Francophone community. In support of these objectives, course content provides additional focus on the fundamentals of spoken and written French to increase student capacity. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate course level, with additional language practice during homestays and on field visits.

Intensive Language Study: Malagasy

MALA 1000 / 3 credits / 45 hours

Emphasis on beginning speaking and comprehension skills through classroom and field-based instruction to facilitate daily interaction and cross-cultural communication. Formal instruction is augmented by language practice with host families during homestays and field visits.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience, including an introduction to the Independent Study Project. The focus includes cross-cultural adaptation and skills building; topic selection and refinement; research proposal preparation; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy;

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Antananarivo

Language Study French, Malagasy

Homestays Antananarivo, 4 weeks;
Mahajanga, 2 weeks

Rural Visit/Homestay Betafo, 1 week

Other Accommodations Hotels, hostels,
private homes, or educational institutions

Independent Study Project 4 weeks

Prerequisites Three recent semesters of
college-level French or equivalent and the
ability to follow coursework in French, as
assessed by SIT.

establishing contacts and identifying resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in any approved location in Madagascar, appropriate to the project. **Sample topic areas:** democracy and elections; cyclical nature of political crises; role of *fady* (taboo) in Malagasy culture; urban-rural inequalities; family planning on the village level; push factors in rural out-migrations; women's associations in rural development; park management and local populations; ethnic dimensions of rural to urban migration; prenatal healthcare in rural areas; malaria prevention and treatment; language teaching in primary and secondary education; community radio as a means of rural communication; music and dance as expressions of cultural identity.

Rwanda

Post-Genocide Restoration and Peacebuilding

Examine the causes of the 1994 genocide and Rwanda's ongoing efforts in fostering peace, unity, and reconciliation among its people.

Coursework

Course lecturers include leading Rwandan academics from the National University of Rwanda (NUR) and NUR's Center for Conflict Management, the International Criminal Tribunal for Rwanda, the National Unity and Reconciliation Commission, the National Commission for the Fight against Genocide, civil society leaders, community activists, and professionals working in the areas of justice and development in Rwanda and Uganda. In Uganda, lecturers also include faculty from Makerere University and Gulu University.

National and Ethnic Identity

AFRS 3000 / 3 credits / 45 class hours

This interdisciplinary seminar, taught in English, explores precolonial, colonial, and postcolonial processes of national and ethnic identity construction and reconstruction, with the aim of understanding the dynamics that led to, and were unleashed by, the 1994 genocide in Rwanda. An excursion to the Acholi subregion in northern Uganda provides a comparative perspective on the role of ethnicity and nation building in conflict generation. Relevant documentaries, readings, and group discussions complement scheduled lectures. The course devotes additional time to psychological orientation and extended debriefings to process site visits and field experiences, given their emotional impact.

Course topics typically include: construction of Hutuness and Tutsiness in precolonial and postcolonial Rwanda and its consequences; the global and regional dynamics that led to the genocide; psychosocial dimensions of genocide perpetration; social and political dimensions of conflict; background and contemporary circumstances of war and post-conflict transformation in Uganda, through a comparative regional analysis.

Post-Genocide Restoration and Peacebuilding

PEAC 3000 / 3 credits / 45 class hours

This interdisciplinary seminar, conducted in English, examines the significant progress in conflict transformation in Rwanda following the genocide. Rwanda's post-genocide period is used to illustrate insights and perspectives on

international development. Post-genocide restoration work in the areas of health, education, transitional justice, reconciliation, and peacebuilding are critically examined.

Course topics typically include: development policy and reconstruction in post-genocide Rwanda; economic disparities and the challenges of sustainable reconciliation; the national economic plan; development initiatives in education; the contribution of regional and international organizations to the development of Rwanda and the Great Lakes Region; the promise and limits of nongovernmental organizations; the function and objectives of the gacaca court system; the International Criminal Tribunal of Rwanda; mechanisms of collective memory and genocide denial; issues of reconciliation, reintegration, justice, and peacebuilding in Uganda.

Intensive Language Study: Kinyarwanda

KINY 1000 / 3 credits / 45 class hours

Emphasis on introductory speaking and comprehension skills through classroom and field instruction to facilitate daily interaction and cross-cultural communication. Formal instruction is augmented by language practice with host families during the homestay.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, Research Methods and Ethics includes an introduction to the Independent Study Project (ISP) and the development of the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; data analysis; project report writing; and formal research presentation.

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Kigali

Language Study Kinyarwanda

Homestay Kigali, 6 weeks

Other Accommodations Hostels, guest houses, or small hotels

Independent Study Project 4 weeks

Prerequisites Although there are no prerequisites, students should have an understanding of issues related to conflict/genocide theories and exhibit sensitivity and the psychological and emotional maturity required to engage with these difficult and intense subjects. Studying genocide and its aftermath, not only through lectures but also through field visits and in discussion with those in the communities most immediately affected, may be difficult and upsetting. Knowledge of French is not required, but students with a background in the language will have opportunities to use it on the program.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Rwanda in an approved location appropriate to the project. The ISP may comprise a standard field-based research project, a creative ISP, or a practicum-based ISP. **Sample topic areas:** unity, justice, and reconciliation; development and reconstruction; refugees and displaced people in the Great Lakes Region; approaches to nation building; transnational conflicts and their impacts on the economic and social development of a country; language and identity issues surrounding collective memory and memorials; democracy and freedom of speech in post-genocide environments.

Senegal

National Identity and the Arts

Experience the enormous contribution to African arts and cultures made by Senegal, a country that has inspired centuries of poetry, music, literature, dance, and visual art.

Coursework

Lecturers and master artist instructors are drawn from institutions including Université Cheikh Anta Diop, the Senegalese Ministry of Culture, the Media Centre of Dakar, Village des Arts Professional Artists' Cooperative, Ecole Nationale des Arts, and the Réseau Africain du Développement Intégré.

Arts, Identities, and Urban Cultures in Senegal

AFRS 3000 / 3 credits / 45 class hours

A thematic, interdisciplinary course conducted primarily in French, exploring Senegalese arts, identities, and urban cultures through nationalist and cosmopolitan/afropolitan lenses. This course includes required readings, hands-on workshops, and relevant educational excursions. Students examine the prominent role played by the performing and visual arts in shaping Senegalese society and identity and the emergence of forms of artistic expression beyond traditional/nontraditional and urban/rural binaries.

Seminar topics typically include:

Senegalese Identity

Role of Islam in Senegalese life; Senegalese history, from the slave trade to the present; gender, law, and civil society; national cultural policy from Senghor to N'Dour; role of the griot in Senegalese society; the city of Saint Louis in Senegalese history and literature; educational systems in Senegal; the Casamance crisis in recent Senegalese politics; microcredit and development; Sufism and the role of marabouts.

Arts and Urban Cultures

Workshops in traditional and modern Senegalese dance, djembe, and batik. Choice of additional workshops in ceramics, bronze sculpture, wood carving, or reverse glass painting. Musical training in traditional instruments such as the *kora* and *tama*, or talking drum; Senegalese cinema and theater; traditional and urban music; *sabar*; street arts; graffiti; and Sufi iconography.

Educational Excursions

Students experience the country's rich cultural diversity through direct exposure to music, dance,

traditional practices, and everyday life in different ethnic communities throughout Senegal. Rural stays near the Wolof town of Mouit and in villages surrounding the town of Kédougou reveal similarities and differences among Senegal's varied ethnic groups and the coexistence and synergies of tradition and modernity. The program includes extended field visits to Saint Louis, southeastern Senegal, and Mbour on the Petite Côte, as well as visits to Gorée Island, the Grand Mosque of Touba, Thiès, Keur Moussa Benedictine Monastery, and Bandia Game Park.

French in the Senegalese Context

FREN 2000–3000 / 3 credits / 45 class hours

This language course introduces students to the richness and diversity of Senegalese cultural and artistic production in French. The course enhances students' oral proficiency through emphasis on interaction with local artists and cultural workers and through immersion in everyday life. Through the study of postcolonial texts, students also learn about Senegalese oral culture and traditions, nation building, and the dynamics of contemporary society.

Intensive Language Study: Wolof

WOLO 1000 / 3 credits / 45 class hours

Emphasis on beginning oral comprehension skills through classroom and field instruction to facilitate everyday interaction and community immersion. Language practice with host families during homestays augments formal instruction. More advanced options are available for students with prior Wolof study.

Research Methods and Ethics in the Arts

ANTH 3500 / 3 credits / 45 class hours

Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience, covering methodological approaches needed to conduct mentored independent study in the visual or performing arts in Senegal. The course introduces the Independent Study Project (ISP), including preparation of the ISP proposal. Content includes cross-cultural adaptation and skills building; project selection and refinement; research design and appropriate

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Dakar

Language Study French, Wolof

Homestay Dakar, 6 weeks

Rural Visits/Homestays Wolof village, 3–4 days; Kédougou, 3–4 days

Other Accommodations Guest houses, educational institutions, or small hotels

Independent Study Project 4 weeks

Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

methodologies, including arts-based field practices; research ethics and the World Learning/SIT Human Subjects Review Policy. The course thus introduces arts-based research methods (including narrative, dance, poetic, visual, and musical-based inquiry).

Independent Study Project

ISPR 3000 / 4 credits / 120 hours

Conducted in Dakar or in another approved location appropriate to the project. The ISP may comprise a standard field-based research project; a creative ISP featuring visual, textual, or performing arts work; or a practicum-based ISP with an arts NGO. **Sample topic areas:** ethnomusicology and traditional instruments; popular music, video, and urban cultural production; role of dance in the ceremonies of the Serer; social meanings of traditional dress in modern Senegal; industrial and traditional fabric dyeing and design; griots and the recording industry in Senegal; Senegalese film; the artists of Gorée Island; graffiti and social change in Dakar; women and craft production.

South Africa

Community Health and Social Policy

Examine community-based health concerns from a South African perspective, exploring the roles of the South African state, the media, and nongovernmental organizations (NGOs) mobilizing existing assets on a community level.

Coursework

Lecturers are drawn from institutions including the University of KwaZulu-Natal, the Centre for Culture and Media Studies, and the Human Sciences Research Council.

Approaches to Community Health in South Africa

IPBH 3000 / 3 credits / 45 class hours

An interdisciplinary course, taught in English, focusing on the social and historical features of South Africa, providing students with the requisite background knowledge to effectively engage in topics concerning healthcare promotion and provision in South Africa. Course topics typically include: social and political history of South Africa; education and urbanization; traditional and contemporary social structures; population and demography; ethnic diversity and political identity; maternal health and gender roles; social welfare; principles of community health; epidemiology and health indicators; globalization and the pharmaceutical industry; nutrition and sanitation; development theories; the media and health promotion; and behavior change.

The Practice and Provision of Community Health in South Africa

IPBH 3005 / 3 credits / 45 class hours

An interdisciplinary course, delivered in English, emphasizing healthcare provision in rural and urban South African contexts. During a rural excursion, students engage with rural homestay families, lecturers, and facilitators in a number of health facilities and NGOs. These experiences are complemented by classroom-based lectures on specific diseases and health-related topics.

Course topics typically include:

Clinics and Hospitals

Health education; universal precautions; the state health system.

Rural Realities

Community health workers; rural schools and clinics; daycare centers; home-based care; lifestyle centers.

Politics and Interventions in Practice

HIV/AIDS; politicians and HIV; reproductive health; diseases of lifestyle; tuberculosis; cost-benefit analyses; universal healthcare.

Field Visits

The course generally includes several daylong field visits around Durban. These trips may focus on school- and home-based food programs, community-based programs for orphaned and vulnerable children, and health facilities.

Educational Excursions

The program includes educational excursions to Johannesburg and several areas in urban and rural KwaZulu-Natal. Students visit government clinics and community health centers, as well as healthcare facilities run by NGOs.

Discussion and Reflection Sessions

The program holds regular discussion and reflection sessions in which students are challenged to think critically, to process their experiences through active engagement with various program components, to express themselves using a variety of approaches, and to engage with alternate viewpoints, thereby connecting theory and practice.

Intensive Language Study: isiZulu

ZULU 1000 / 3 credits / 45 class hours

Emphasis on beginning speaking and comprehension skills through classroom and field instruction to facilitate daily interaction. Practice with host family members during homestays augments formal instruction. Language learning is linked to community health by providing insight into local conceptualizations of health and healing as expressed through isiZulu.

Social and Community Health Research Methods

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, with additional emphasis on public health research methods. Introduction to the Independent Study Project (ISP) and development of the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; research ethics and the World Learning/SIT Human Subjects Review Policy (with particular emphasis on the ethics of health studies); establishing contacts and identifying resources; qualitative and quantitative research methods;

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Durban

Language Study isiZulu

Homestay Township of Cato Manor (Durban area), 5 weeks

Rural Visits/Homestays Umthwalume, 3 days; Impendle, 3 days

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites None

developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; basic statistics in epidemiology; methods for epidemiological studies; critical reading of medical trials and science in the media; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Durban or an approved location in South Africa appropriate to the project. Students choose between a research- or practicum-based Independent Study Project. Practicum options include observation in community health organizations or on a community-based social-science study project.

Sample topic areas: sociological consequences of HIV/AIDS; a historical review of food security and nutrition programs in a community-based NGO; public health education campaigns; African refugees' and asylum seekers' access to health service; analysis of the proposed National Health Insurance scheme; sustainable development and healthcare; local attitudes about access to healthcare facilities; indigenous healing practices.

South Africa

Multiculturalism and Human Rights

Explore issues of multiculturalism, ethnicity, and identity in the context of South Africa, from both historical and contemporary perspectives.

Coursework

Lecturers are drawn from institutions such as the University of Cape Town, Stellenbosch University, and the Steve Biko Foundation/Centre.

Multiculturalism and Human Rights in South Africa

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the current socio-political debates surrounding South Africa's multicultural society in the context of the country's history of colonialism and conquest, slavery and oppression, and apartheid and racism.

Course topics typically include:

Politics and Human Rights

Precolonial and colonial history; slavery and its legacy; land expropriation and development of ethnic homelands; the landscape of apartheid; racial classification and the solidification of racial identities; resistance to apartheid including Black consciousness, military struggle, and the mobilization of youth; forced removals and the fragmentation of community; land tenure and indigenous land claims.

Governance, Politics, and the Constitution

The South African Bill of Rights and the Constitution of 1996; affirmative action and employment equity; educational reform; health sector reform; contemporary politics and the state of democracy in the nation.

Narratives of Identity and Social Change

SOCI 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English investigating social change in relation to education, language use, land tenure, civil society organizations, party politics, rural development, social welfare, nongovernmental organizations (NGOs), and tourism in three cultural contexts—Xhosa, Coloured/Khoe, and Afrikaner. Students examine identity markers beyond race such as gender, sexuality, class, and political

affiliation. These identities are analyzed in relation to contemporary society; indigenous rights; crime, youth, and gangs; destigmatizing HIV/AIDS; youth and youth culture; social identities in transformation; and grassroots activism and the work of NGOs.

Educational Excursions

The program includes educational excursions to Johannesburg, Robben Island, Stellenbosch, and the Eastern Cape Province, including a homestay in a rural village.

Intensive Language Study: isiXhosa

XHOS 1000 / 3 credits / 45 class hours

The course emphasizes beginning speaking and comprehension skills through classroom and field instruction to facilitate everyday interaction and insights into the host community. In addition, students receive non-credit bearing introductory oral Afrikaans instruction.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

The Research Methods and Ethics course enables students to understand field-based learning techniques and critical ethical issues involved in the research process and design to gain the requisite knowledge and skills to effectively carry out mentored independent research in South Africa. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and identifying resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Cape Town

Language Study isiXhosa, plus Afrikaans

Homestays Cape Town: Langa Township, 3 weeks; Bo-Kaap, 1 week; Stellenbosch, 1 week

Rural Visit/Homestay Tsabo in the Eastern Cape, 1 week

Other Accommodations Small hotels and hostels

Independent Study Project 4 weeks

Prerequisites None

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Cape Town or in another approved location appropriate to the project. **Sample topic areas:** equity in education; affirmative action issues; the role of Afrikaans in a multilingual society; Xhosa women in contemporary South African society; socioeconomic realities of HIV/AIDS; student politics and university life; hate speech, racism, and freedom of expression; the role of religion in social change; the police, law, and social justice; microenterprise and the new South Africa; individual versus group identity.

South Africa

Social and Political Transformation

Experience the socioeconomic, political, and cultural dynamics of South Africa, an extraordinarily diverse country in transition.

Coursework

Lecturers are specialists in their areas and are drawn from the University of KwaZulu-Natal as well as a range of nongovernmental organizations including the Abahlali Shack Dwellers Movement; Phoenix Zululand, a restorative justice prison program; the Union of Refugee Women; and ACCORD, a conflict-resolution agency with programs across the African continent.

Memory and Reconciliation in South Africa

POLI 3000 / 3 credits / 45 class hours

An interdisciplinary seminar, taught in English, focusing on the challenges of reconciliation and transition and the role of remembering (and forgetting) in these processes. Lectures and discussions aim to provide students with a solid grasp of the historical background of South Africa's apartheid system and contemporary developments leading to the dismantling of that system; the creation and work of the Truth and Reconciliation Commission (TRC); multiple visions for post-apartheid South Africa; the political, economic, and social structure of the future of South Africa; the role of memory in healing the trauma of the past; and an anthropological approach to the South African nation.

Educational Excursions

The program includes field visits to key historical sites in Johannesburg, the North Coast of KwaZulu-Natal, rural KwaZulu-Natal, Cape Town and Robben Island, the Ohlange Institute and Museum, Mahatma Gandhi's house, and the Umfolozi-Hluhluwe Game Reserve. Excursions give students the opportunity to explore South Africa's socioeconomic complexity, diversity, and natural beauty, together with its regional significance, in greater depth.

Development, Transformation, and Nation Building

SDIS 3000 / 3 credits / 45 class hours

An interdisciplinary seminar conducted in English focusing on development in South Africa, nation building as explored through education

and the media in South Africa, and an analysis of the state of the nation. The course is premised on the interconnectivities of development and nation building in South Africa. Thus, when focusing in the first instance upon issues of development, students also consider how these issues have an impact on and are, in turn, shaped by specific patterns of nation building.

Seminar topics include: the evolution from the Reconstruction and Development Program (RDP) to a developmental state; the role of civil society, gender, education, and media in the goal of nation building; rural and agricultural development.

Intensive Language Study: isiZulu

ZULU 1000 / 3 credits / 45 class hours

The course emphasizes beginning speaking and comprehension skills through classroom and field instruction, complemented by discussions of Zulu history and culture, to facilitate daily interaction.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. The seminar provides an introduction to the Independent Study Project and related material including cross-cultural adaptation and skills building; project selection and refinement; appropriate practices including oral history methods; research ethics and the World Learning/SIT Human Subjects Review Policy; establishing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; data analysis; report writing; and formal research presentations.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Durban or in another approved location appropriate to the project. Students may choose to complete either a research-based or practicum-based Independent Study Project, the former being a traditional research

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Durban

Language Study isiZulu

Homestays Two sites in the greater Durban area, totaling 7 weeks

Rural Visit/Homestay Amacabini, 10-12 days

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites None

paper and the latter emerging from a practicum with an affiliated organization working in social and/or political transformation. **Sample topic areas:** HIV/AIDS in South Africa; peace efforts in KwaZulu-Natal; democracy as defined by South Africans; education policy reform and implementation; the prison system in South Africa; independent churches and religion; the role of online media content in South Africa; trade unions and their alliance with the African National Congress; township jazz and political resistance; land reform; Zulu traditional healing and Western medicine; Afrikaner identity.

Tanzania

Wildlife Conservation and Political Ecology

Explore the delicate balance between ecological concerns and socioeconomic objectives in the vast wilderness expanses of northern Tanzania.

Coursework

Lecturers are specialists drawn from institutions including Sokoine University of Agriculture, the Tanzania Wildlife Research Institute, and various nongovernmental organizations.

Wildlife Conservation and Political Ecology Seminar

ENVI 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the relationships among socioeconomic goals, ecological parameters, and cultural transitions from multi-scale/actor perspectives in various Tanzanian landscapes.

Seminar topics typically include:

Tanzanian Cultures and Society

Precolonial and colonial history; Tanzania's socialist experiment; contemporary neoliberal political and economic issues; discourses of development; cultural anthropology; human and physical geography.

Wildlife and Conservation

Paleoecology and ecological zones of Tanzania; patterns of wildlife abundance and diversity; deforestation, soil erosion, and water catchment issues; management of national parks, reserves, and game-controlled areas; animal behavior and ecology; impact of economic development and tourism on anthropogenic landscapes; conservation education; poaching and hunting; environmental law and policymaking; natural resource management.

Educational Excursions

The program includes excursions to national parks and conservation areas including Serengeti, Tarangire, and Lake Manyara national parks; Ngorongoro Crater Conservation Area; Mazumbai Forest Reserve; Ndarakwai Ranch; Loliondo Game Controlled Area; and Enashiva Nature Reserve. All excursions are designed with the objective of changing scales and locations, providing a variety of perspectives through which to explore essential questions.

Intensive Language Study: Kiswahili

SWAH 1000–2000 / 4 credits / 60 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction to facilitate daily interaction and communication. Students with no previous knowledge of Kiswahili are placed in intensive novice classes with opportunities for advancement with further language practice during homestays and field visits. Based on in-country evaluation, students with previous Kiswahili knowledge who test higher than the course offerings pursue Guided Self-Instruction.

Environmental Research Methods and Ethics

ENVI 3500 / 4 credits / 60 class hours

A course in environmental research methods and ethics concerning both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related political ecology issues. The course provides an introduction to the Independent Study Project (ISP), supports ISP proposal preparation, and reviews environmental research ethics and the World Learning/SIT Human Subjects Review Policy. Specific research methods include interviews, surveys, focus groups, participatory rural-appraisal techniques, maintenance of a field study journal, and non-statistical analysis of qualitative data. Specific ecological field study methods include micro- and macrohabitat analysis, wildlife population sampling and analysis, fauna and flora identification, animal behavior, geographic information systems, and statistical analysis of data sets.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Arusha, Moshi, or surrounding areas or, with program approval, other parts of Tanzania. **Sample topic areas:** impact of tourism on local cultures or the natural environment; perspectives on management options in designated wildlife areas; environmental education;

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Arusha

Language Study Kiswahili

Homestay Arusha, 3 weeks

Rural Visit/Homestay Maasai village, 1 week

Other Accommodations Hostels, private homes, small hotels, and 33 nights of camping

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, sociology, anthropology, international relations, or related fields, as assessed by SIT.

soil conservation in Mayo Village; body modifications among Maasai at Ngare Sero; behavior of *Colobus guereza* in Sagara Forest; canopy and habitat use in sympatric primate species; modernized farming methods in Mgwashi; Arusha youths' views on population and the environment; vegetation analysis of elephant damage at Ndarakwai Ranch. Note: Because of restrictions on fieldwork in Tanzania, students should expect to spend all or most of the Independent Study Project outside the boundaries of Tanzania's national parks.

Tanzania

Zanzibar—Coastal Ecology and Natural Resource Management

Examine coastal ecology and natural resource management in one of the most remarkable areas of the world: Zanzibar and the islands of the Western Indian Ocean.

Coursework

Lecturers are drawn from institutions including the University of Dar es Salaam and its affiliate, the Institute of Marine Sciences in Zanzibar, in addition to practitioners from local NGOs and Zanzibari civil society.

Coastal Ecology and Natural Resource Management Seminar

ENVI 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Seminar topics typically include:

Zanzibari Culture and Society

Precolonial and colonial history; independence, revolution, and the union; contemporary political and economic issues; rural development and appropriate technology; cultural anthropology; human and physical geography; Islam and society; role of women in Islam.

Coastal Resource Management

Coastal zone management; fisheries resources; mangroves; seaweed; environmental law and policymaking; biodiversity; basic oceanography; coastal erosion; conservation strategies; community-based conservation; coral reefs; coastal forests; development and urban pollution; the roles of conservation and environmental education in relation to tourism in Zanzibar.

Coral Reef Conservation

Analysis of marine systems including the ecology and interdependence of corals, sea grass, and mangrove systems of the Indian Ocean; coral identification; examples of symbiosis in coral communities; fish of the Indian Ocean; migration and distribution of animals; threats to coral reefs; the relationship between coral reefs and coastal communities; evaluating the health of coral communities.

Educational Excursions

Program excursions provide students with the opportunity to examine directly the consequences of ecotourism on coastal forests and ecosystems. The program includes excursions

to neighboring Pemba Island and Misali Island Conservation Area; the Tanzanian mainland, including an opportunity to experience terrestrial megafauna at Mikumi National Park; and local field visits, including to Chumbe Island Coral Park Ecotourism Project and Reserve, Jozani Forest, the Zanzibar Butterfly Centre, and other areas of ecological and cultural interest.

Intensive Language Study: Kiswahili

SWAH 1000–2000 / 4 credits / 60 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction to facilitate daily interaction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning or intermediate classes, with further language practice during homestays, lectures, and field visits.

Environmental Research Methods and Ethics

ENVI 3500 / 4 credits / 60 class hours

A course in environmental research methods and ethics for both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data in order to critically understand and evaluate program-related environmental issues. The course provides an introduction to the Independent Study Project (ISP), supports ISP proposal preparation, and reviews environmental research ethics and the World Learning/SIT Human Subjects Review Policy. Research methods include interviews, surveys, maintenance of a field study journal, and non-statistical analysis of qualitative data. Specific ecological research methods may include micro- and macrohabitat analysis, fauna and flora identification, biodiversity monitoring, population analysis, and animal behavior.

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Stone Town, Zanzibar

Language Study Kiswahili

Homestay Stone Town, 3 weeks

Rural Visit/Homestay Pemba Island, 1 week

Other Accommodations Guest houses, small hotels, university housing, and in some semesters, camping.

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT. Swimming and snorkeling proficiency is strongly recommended.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in the Zanzibar archipelago or in another approved Tanzanian coastal location.

Sample topic areas: turtle conservation on Misali Island; oral histories of a Zanzibari fishing village; a survey of invasive species in Jozani Forest; environmental impact of hotels on Unguja; a survey of coral genera near Chumbe Island; a survey of red colobus monkey migration corridors; ecological impacts of salt farming; environmental education in local schools; urban water use on Pemba; feasibility and impacts of seasonal closure of an octopus fishery; an assessment of community-based ecological monitoring.

Uganda

Development Studies

Examine development in theory and in practice throughout Uganda, while experiencing current concepts and debates in development studies in the vibrant context of Kampala.

Coursework

In Uganda, lecturers are drawn from institutions including Makerere University, the Uganda Change Agent Association, the Economic Policy Research Centre, the Uganda Human Rights Commission, and Sustainable Empowerment for Economic Development, in addition to scholars and specialists in Rwanda.

Development Studies

AFRS 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions focused on development studies as theorized and practiced in Uganda.

Course topics typically include:

Ugandan Culture and Society

Precolonial, colonial, and postcolonial history, together with the study of Uganda's geography and distribution of ethnic groups, provide the context for understanding the specificities of development debates in Uganda.

Development Studies

This three-part unit begins with an introduction to theories of development. This is followed by a focus on development in practice, including political, economic, and environmental issues and their role in Uganda's "crisis of development." Students consider Uganda's social service delivery, rural and urban development, indigenous knowledge, appropriate technology, resource allocation, planning and project evaluation, governance and development, multinational organizations, and nongovernmental organizations. In the third unit, students select one of the following in-depth electives: gender and development, public health, entrepreneurship and microfinance, environment and development, or grassroots development. These electives, comprising lectures, discussions, and field visits, are taught by political leaders and community activists as well as scholars, practitioners, and development workers from the Uganda Human Rights Commission and Makerere University's School of Public Health, Department of Development Studies, and Makerere University Business School.

Educational Excursions

Students carry out field visits in eastern and western Uganda to development organizations and associations with ongoing projects to allow firsthand examination of rural and urban development initiatives. These may include the AIDS Support Organization, Action Aid International, Mwanamugimu Nutritional Unit, Child Restoration Outreach, Nakivale Refugee Settlement, the UN Millennium Village Project, the Buganda Parliament, and traditional medicine clinics. Other site visits are conducted during the in-depth elective module weeks. In addition to these domestic excursions, the program conducts a one-week comparative study of Rwanda's development approaches and projects, as overseen by the Rwanda Governance Board.

Intensive Language Study: Luganda

LUGA 1000 / 3 credits / 45 class hours

This course emphasizes speaking and comprehension skills through classroom and field instruction to facilitate daily interaction in Kampala. Language practice during the homestay, field visits, and day-to-day interactions support formal instruction.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course is designed to prepare students to undertake a research- or practicum-based Independent Study Project (ISP) and to do so in ways that are ethically, methodologically, and analytically sound. The course covers concepts of learning across cultures and from field experience and prepares students for independent field-based research by using readings and activities designed to build skills in qualitative research methods. These include skills in project design and proposal development; observation and interviewing; gathering, analyzing, organizing, and presenting data; and establishing contacts and identifying resources. Field-based methods include participatory rural appraisal; cross-cultural adaptation and skills building; and project selection and refinement. Students consider the norms and expectations of ethical field engagement and reciprocity, including the

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Kampala

Language Study Luganda

Homestay Kampala, 6 weeks

Rural Visit/Homestay Eastern Uganda, 1 week

Other Accommodations Hostels, guest houses, or small hotels

Independent Study Project 6 weeks

Prerequisites Although there are no prerequisites, a background in development studies or a related field is strongly recommended.

World Learning/SIT Human Subjects Review Policy, while reflecting critically on their role as "outsiders" in the development process.

Independent Study Project

ISPR 3000 / 6 credits / 180 class hours

Students have the option to pursue a six-week research- or practicum-based Independent Study Project (ISP). In the practicum-based ISP, students select a development organization or social entrepreneurship initiative with which to complete a six-week practicum. In consultation with the academic director, the practicum can be completed in Kampala or other areas of Uganda with organizations engaged across a broad spectrum of development initiatives. In both forms of the ISP, a final paper and oral presentation are submitted for evaluation.

Uganda

Post-Conflict Transformation

Examine the human costs of conflict in northern Uganda and the ways local communities are fostering peace, economic development, and sustainable reconciliation.

Coursework

Lecturers include leading Ugandan and Rwandan academics from Gulu University, Makerere University in Kampala, and the National University of Rwanda in Butare; activists; civil society leaders; and practitioners working in post-conflict/genocide transformation, justice, and development.

Contextualizing Conflict in Northern Uganda

AFRS 3000 / 3 credits / 45 class hours

This multidisciplinary seminar, taught in English, explores the social, political, economic, cultural, linguistic, and ecological issues underlying conflict in Uganda. Students examine national and ethnic identity in Uganda and the role of these constructions in conflict. The course takes a regional approach to conflict in the Great Lakes basin, including an excursion to Rwanda for a comparative view of post-genocide transformation.

Course topics typically include: colonial legacies and origins of conflict in Uganda; international dimensions of conflict in northern Uganda; economic and social impacts of large-scale conflicts; decentralization and government policies; pre-genocide political development; post-genocide politics in Rwanda; role of religion in Rwanda's genocide; refugee issues in Rwanda's politics.

Post-Conflict Transformation

PEAC 3000 / 3 credits / 45 class hours

This multidisciplinary course, conducted in English, is designed to introduce students to the contemporary dynamics of post-conflict transformation and peacebuilding in Uganda. Areas of focus include internally displaced persons (IDPs), refugees, institutional and cultural processes of peace restoration, and community building. The course provides a regional comparative approach to post-conflict transformation, including an excursion to Rwanda, to contrast peacebuilding approaches in Gulu with processes of reconciliation and restoration in Kigali.

Course topics typically include: conflict analysis, assessment, mapping, and prevention; stages of conflict and genocide; IDPs and the refugee situation in post-conflict northern Uganda; women's roles in peacebuilding; the International Criminal Court

and tribunals; transitional and restorative justice; forgiveness and reconciliation; reintegration of former child soldiers in Uganda; post-conflict education and training programs; conflict memories; refugee settlements; memorials; unity and reconciliation processes in Rwanda; outreach programs; Rwanda's post-genocide economic growth and development.

Educational Excursions

The program includes field visits to former IDP camps in northern Uganda, refugee settlements, museums, and sites of collective memory. An excursion to Rwanda provides students with the opportunity to study pre-genocide politics and post-genocide restoration and peacebuilding in a comparative context and to learn about post-conflict transformation in the broader Great Lakes region. In Rwanda, visits include genocide memorials, Travaux d'Intérêt Général (TIG) community service projects, and transitional justice organizations.

Intensive Language Study: Acholi

ACHO 1000 / 3 credits / 45 class hours

This course emphasizes introductory speaking, practical usage, and comprehension skills through classroom and field instruction to facilitate daily interaction and communications within northern Uganda. Formal instruction is augmented by language practice with host families during the homestay.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience, Research Methods and Ethics enables students to understand field-based learning techniques and critical ethical issues involved in research design, to gain the requisite knowledge and skills to effectively carry out mentored independent research in Uganda. Students are introduced to the Independent Study Project (ISP) and develop the ISP proposal. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; research ethics and the World Learning/SIT Human Subjects Review Policy.

AFRICA, SOUTH OF THE SAHARA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Gulu

Language Study Acholi

Homestay Gulu, 6 weeks

Rural Visit/Homestay Kitgum, 3-5 days

Other Accommodations Hostels, guest houses, or small hotels

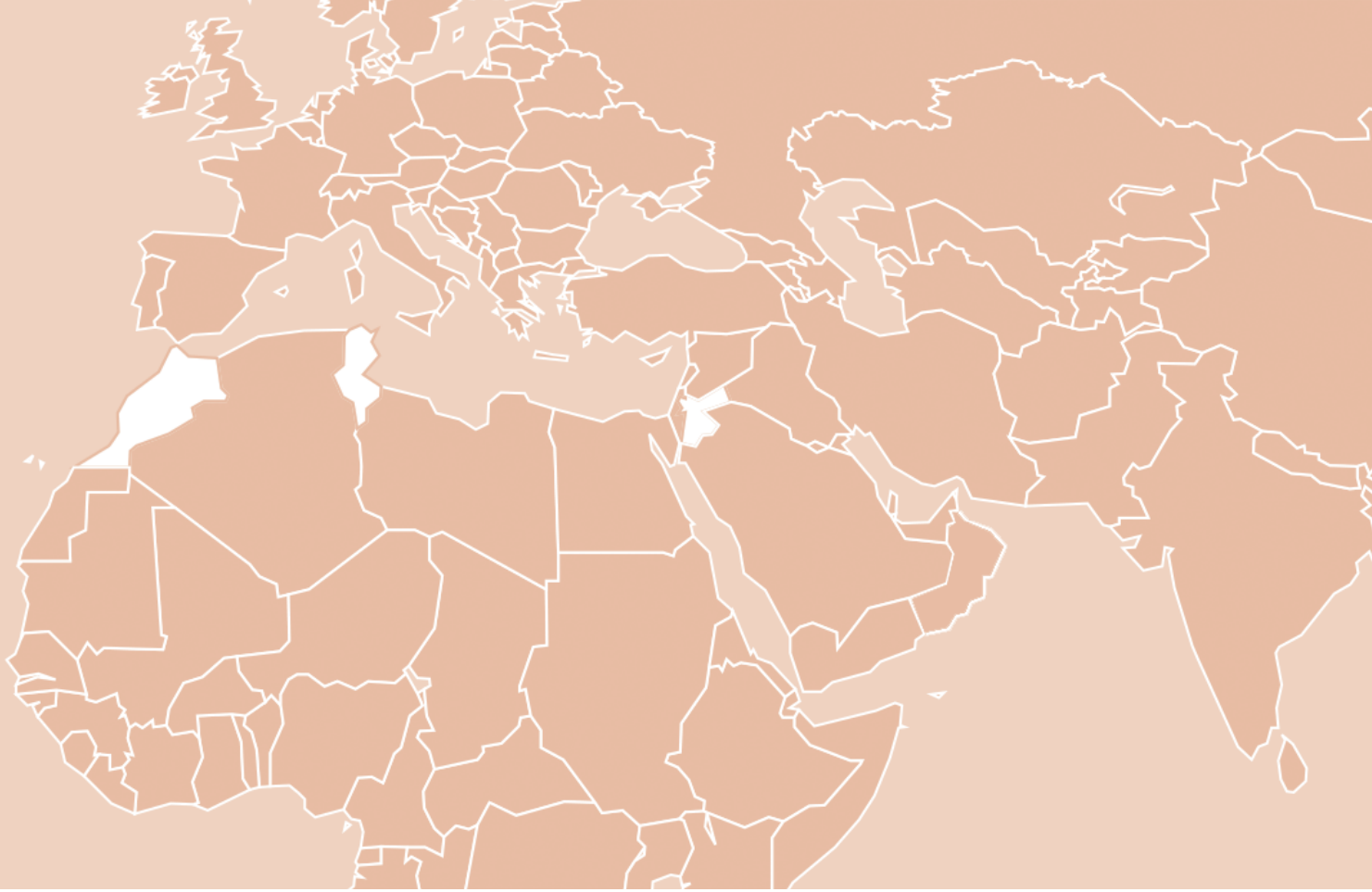
Independent Study Project 4 weeks

Prerequisites Although there are no prerequisites, students should exhibit sensitivity and the psychological and emotional maturity, stability, and patience required to engage with these difficult and intense subjects. Studying conflict and its aftermath, not only through lectures but through field visits and discussions with those in communities most immediately affected, may be challenging and upsetting.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Gulu or another approved location in Uganda appropriate to the project. Students have the option to pursue a research- or practicum-based Independent Study Project (ISP). In the practicum-based ISP, students select a community or nongovernmental organization in consultation with the academic director. In both forms of the ISP, a final paper and oral presentation are submitted for evaluation. **Sample topic areas:** peace camp curricula; local perspectives on peace negotiations; media coverage of conflict; economic dimensions of conflict; traditional justice systems; challenges of post-conflict reconstruction; gender and conflict; the politics of conflict memory; counseling and psychosocial support in post-conflict environments. Sample practicum sites: Human Rights Focus, Caritas, Invisible Children, The Recreation Project; Gulu Women's Economic Development and Globalization (GWED-G), and the Acholi Cultural Institution (Ker Kwaro Acholi).



NORTH AFRICA and the MIDDLE EAST

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Jordan

Health and Community Development

Investigate health policies and practices in Jordan. Examine the health status of Jordan's unique population groups including refugees and Bedouin tribes.

Coursework

Healthcare Systems and Policy in Jordan

MDES 3000 / 3 credits / 45 class hours

This course introduces students to health realities in Jordan and the government's efforts in building a modern healthcare infrastructure to serve its population. The course focuses on the challenges facing health professionals, such as chronic health problems typical of a developed nation and concerns about protecting the environment for future generations. The course integrates classroom lectures and field visits to health institutions and associations serving different population groups. Modules in this course include: 1) public health in Jordan; 2) healthcare systems and health populations; and 3) reproductive health, non-chronic diseases, and preventive care. Students get a comprehensive overview of public health, healthcare systems, and major health risks and hazards health professionals face in Jordan.

Course topics typically include:

Refugee populations and access to healthcare; healthcare in desert and Bedouin tribes; maternal and child health; infectious and noncommunicable diseases in Jordan; cardiovascular diseases in Jordan.

Health, Environment, and Community Development

MDES 3500 / 3 credits / 45 class hours

This course addresses the intertwined relationship between health, environment, and social development through an examination of the rights to public health, accessibility to health services, environmental protection, and alternative medical resources. The course also explores the link between poverty and health risks and the role played by civil society associations to facilitate access to disenfranchised segments of the population. The course combines classroom lectures by academics and health professionals and field visits to government health centers and development nongovernmental organizations working in the areas of health development and preventive care. Modules in this course include: 1) health policy; 2) environmental protection and preventive care; and 3) alternative medical care and social development.

Course topics typically include:

Poverty and health status; Jordan's water and major health issues; Jordan's environment and economy; promoting public health through educational campaigns; alternative medicine among Bedouin tribes; the Dead Sea as therapeutic treatment; obesity, diabetes, and diet in Jordan.

Educational Excursions

The program includes excursions within Jordan to explore the country's ancient heritage and contemporary cultures. Students visit Aqaba to explore the effects of large-scale economic development. Visits to the DANA Nature Reserve, Wadi Rum, and Petra reveal the effects of social change on local communities. A longer excursion to Turkey provides opportunities for regional, cultural, political, and economic comparisons.

Intensive Language Study: Arabic

ARAB 1000–3000 / 3 credits / 45 class hours

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. The course aims to have students use Arabic to express themselves in daily life and develop understanding of Arabic culture through different applications of the language. Students are placed in beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. There is further language practice in homestays and field visits. A component on Jordanian Colloquial Arabic is also part of the course.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course aims at blending cross-cultural awareness with conventional academic learning. It focuses on initiating students to the methods of conducting field research and the ethics involved in the study of health-related issues. Students learn about the cultural particulars of everyday life in urban and rural areas of Jordan and the health resources available to various segments of the population. The lectures address issues that pertain to research methods, confidentiality and anonymity of informants, data gathering, interviewing,

NORTH AFRICA AND THE MIDDLE EAST



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Amman

Language Study Arabic

Homestay Amman, 12 weeks

Rural Visit/Homestay Badia area, 5 days

Other Accommodations Hostels, research institutes, or small hotels

Independent Study Project 4 weeks

Prerequisites None

and safety and security. The ultimate objective is to prepare students to undertake an Independent Study Project in total respect of in-country ethics and the international ethical norms that regulate health research.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Amman or another approved location in Jordan appropriate to the project.

Sample topic areas: poverty and healthcare in Jordan; health promotion and diet in rural Jordan; refugees and access to medical treatment; medical tourism and local development; obesity and diabetes among female teenagers; water shortage and the health of Bedouin tribes; health promotion in children's textbooks; religion and the prevention of sexually transmitted diseases.

Jordan

Modernization and Social Change

Examine critical issues in the Hashemite Kingdom of Jordan, a moderate Arab state confronting political responsibilities, social change, and the effects of regional conflict.

Coursework

Modernization and Social Change

MDES 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the major national and international forces shaping contemporary Jordan, including shifting identities and gender roles, economic and social development practices and regulations, immigration, youth, media, and religion.

Lecturers are drawn from institutions including the University of Jordan, Yarmouk University, the Higher Council for Science and Technology, the Ministry of Political Development, and the Center for Strategic Studies.

Course topics typically include:

Modernity and Traditions

British colonial influence; tribal role in politics; monarchy and modernization; Islamic principles; urban social mores; media and press freedom; *wasta* (social connections); immigrant workers; the role of minority groups in government; impact of the Arab Spring on the democratization process in Jordan.

Post Arab Spring: Politics and Refugees in Jordan

Peace and conflict in the Middle East; Jordan and Palestine—common histories; Palestinian and Syrian refugees; Jordan's relations with neighboring countries; Iraqi refugees in Jordan; youth panel on politics in the Middle East.

Islam and Democracy in Jordan

Islamic parties and democratic participation; revival of Islam; Islam and modernity; women in Islam; the future of Islamist movements in the Middle East; the Arab Spring and the resurgence of Islamist thought.

Gender Relations in a Traditional Society

Women's role in politics; women's economic participation; honor crimes; violence against women; Islamic interpretations of gender relations; feminism in the Middle East; family planning and women's health; gender-related development issues.

Modernization and Sustainable Development

Structure and transformations of the Jordanian economy; nongovernmental organizations (NGOs) and social development; ecology and environmental policy in Jordan; poverty in urban and rural areas; technology and modernization; ecotourism; private enterprise and government regulations; Qualified Industrial Zones in Jordan.

Educational Excursions

The program includes excursions within Jordan to explore the country's ancient heritage and contemporary cultures. Students visit Aqaba to explore the effects of large-scale economic development. Visits to the DANA Nature Reserve, Wadi Rum, and Petra reveal the effects of social change on local communities. A longer excursion to Turkey provides opportunities for regional, cultural, political, and economic comparisons.

Intensive Language Study: Arabic

ARAB 1000–3000 / 6 credits / 90 class hours

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. Further language practice is available during homestays and on field visits. A component on Jordanian Colloquial Arabic is also part of the course.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A qualitative research design course designed to provide an overview of methodological field study approaches within the local cultural context, affording students the tools necessary to conduct field research in Jordan. This course not only introduces field-based research skills (such as interviewing and participant and non-participant observation), but also strengthens students' cultural awareness through exercises and discussions about student positionality and the ethics of fieldwork in Jordan. Research ethics and the Human Subjects Review process are core components of the course.

NORTH AFRICA AND THE MIDDLE EAST



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Amman

Language Study Arabic

Homestay Amman, 12 weeks

Rural Visit/Homestay Badia area, 5 days

Other Accommodations Hostels, research institutes, or small hotels

Independent Study Project 4 weeks

Prerequisites None

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Amman or another approved location in Jordan appropriate to the project.

Sample topic areas: political power of tribes; social change through modern art; the Christian population in Amman; nationalism; women's participation in civil society; Islam and state development discourses; NGOs and donor interaction; freedom of expression in the press; relationships among youth.

Morocco

NORTH AFRICA AND THE MIDDLE EAST

Field Studies in Journalism and New Media

Advance your skills in journalism by studying under the expert guidance of seasoned award-winning professional journalists in an international environment.

Coursework

Contextual Studies in Journalism: Morocco and North Africa

JOUR 3000 / 4 credits / 60 class hours

This interdisciplinary course combines lectures on journalism with key issues of Moroccan society, politics, and culture. Students can learn foreign reporting in print, video, audio, photography, and/or multimedia under the supervision of veteran journalists, and have the possibility of placing the stories they report from Morocco in US media outlets. Students learn from leading Moroccan scholars and academics about all aspects of Moroccan society.

Course topics typically include:

Journalism in Context

History of journalism in postcolonial Morocco; popular culture and mass media in North Africa; media organizations and ownership in Morocco; journalism ethics; the unique nature of doing journalism in another cultural context.

Journalism and Political Culture

Lecture topics from leading Moroccans in the artistic, social, and political realms, including established academics, include religious values, women's issues, economy and migration, education and literacy, human rights, youth, and artistic culture.

Educational Excursions

Students experience the imperial cities of Meknès and Fès; the southern cities of Errachidia, Rissani, and Merzouga; and Ouarzazate, the High Atlas Mountains, and Marrakech. The stay in Morocco's interior reveals challenges facing rural Moroccans, while also providing story ideas.

Intensive Language Study: Arabic or French

Students at the beginning or intermediate level of language study take Modern Standard Arabic. Students at the intermediate high or advanced level have the option of taking Arabic or French. A component on Moroccan Colloquial Arabic is also part of the course.

ARAB 1000–3000 / 3 credits / 45 class hours

The Arabic courses integrate reading, writing, listening, grammar, vocabulary, and conversation, and are designed to prepare students to engage in everyday communication. Homestays and field excursions further support language acquisition.

FREN 2500–3000 / 3 credits / 45 class hours

These courses aim to enhance students' skills in French, with emphasis on written and spoken competency. The focus is on the French lexicon used in the fields of journalism, media, and communications through communicative exercises, comprehension, presentations, and debates, along with grammar learning, translation, and composition.

Field Ethics of Journalism in Morocco

JOUR 3500 / 3 credits / 45 class hours

This three-part course 1) introduces students to the intricacies of doing journalism in a Moroccan cultural context; 2) provides an overview of the Press Code unique to Morocco and the legal milieu in which Moroccan journalists practice; and 3) covers the ethics of conducting a journalistic assignment in an international environment. Throughout the course, students learn techniques for accessing local resources, which will aid in gathering information for news and feature stories. The field ethics course consists of online courses developed for this program by the Poynter Institute. Students adhere to the highest professional standards of journalism ethics and this subject is woven seamlessly throughout the program, in reporting assignments, peer edits, and especially in the Independent Study in Journalism process.

Independent Study in Journalism

ISPJ 3000 / 6 credits / 180 class hours

Students propose, research, and execute a full-length feature, which is considered for publication or broadcast in a US media outlet. Students have the unprecedented opportunity to be mentored by professional journalists from Morocco and Round Earth Media. They are paired with Moroccan journalism students who



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Rabat

Language Study Arabic or French

Homestay Rabat, 7 weeks

Rural Visit/Homestay Fès region in central Morocco, 4 days

Other Accommodations Hostels or small hotels

Independent Study in Journalism 5 weeks

Prerequisites Previous college-level coursework in writing, journalism, communications, and/or media studies, or related fields. Strong writing skills and an interest in journalism are essential. A writing sample may be required as part of the admissions process.

speak English. Students learn what it means to organize a story; select sources; question deeply; work toward balance; be alert to bias (and clichés); rework and rewrite; strive for clarity; and produce accessible, flowing prose, images, and/or sound. **Recent story topics:** music and politics; women's fight for inheritance rights; Spanish migration to Morocco; the desert marathon.

Morocco

Migration and Transnational Identity

Explore the complex effects of human mobility on local communities, global politics, and transnational economies.

NORTH AFRICA AND THE MIDDLE EAST



Coursework

Migration and Transnational Identity

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course addresses core issues pertaining to migration in relation to Mediterranean space, local and global cultural politics, and development policies, as well as the implications of migration on national economies, local communities, and human rights. Lecturers are drawn from the Research Group on Migration and Culture at the University Mohammed V in Rabat, the UNESCO Chair on Migration in Morocco, Ibn Tofail University in Kenitra, the Institute for African Studies, and local and international nongovernmental organizations based in Rabat and in northern Morocco.

The course is composed of modules which may include sub-Saharan migration to Morocco, refugees, borders and borderlands, gender, religion and mobility, migration and human rights, migration and development, social movements, and transnational identities. The topics covered include: migration in Islam; mobility, transnationality, and border identities; sub-Saharan immigrants and human rights; illegal or forced migration; migration and gender; testimonial narratives of sub-Saharan migrants and Moroccan deported/former migrants; migration and security; EU-Moroccan partnerships and migration management; underage migrants; desertification, poverty, and migration; urban and rural development and migration; Moroccan residents abroad and local development; Moroccan residents abroad and post-Arab Spring political change in Morocco; art and nomadism; sub-Saharan artists in Morocco; Moroccan diasporic cinema; migration and media; sub-Saharan undocumented migrants activism.

Educational Excursions

The program includes three major excursions: Khouribga, Beni Mellal, and Lafqif ben Saleh (village stay); the northeast of Morocco, including Nador, Al Hoceima, and Berkane; and Amsterdam and The Hague in the Netherlands. Each excursion focuses on a different aspect of

migration and is designed to help contextualize the debate on migration in relation to global politics and policymaking, development, and Moroccan society and culture.

Intensive Language Study: Arabic

ARAB 1000–3000 / 6 credits / 90 class hours

The course is designed to equip students with a proficiency level in spoken Standard Arabic in order to engage in everyday communication. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition. A component on Moroccan Colloquial Arabic is also part of the course.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course is designed to provide firsthand experiential knowledge about the richness and challenges of conducting field study in Morocco. It provides the necessary conceptual and methodological threads that enable students to learn from experience, apply knowledge and skills gained in the thematic and language courses, and prepare to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the SIT Institutional Review Board. At the end of the course, students should have the cultural understanding and methodological tools to successfully complete an Independent Study Project. The course is also designed to answer specific concerns that research on migration generally raises. Lectures address issues that pertain to research methods, confidentiality and anonymity of informants, data gathering and interviewing, and safety and migrant psychology. Individual meetings are scheduled throughout the course to prepare students for their Independent Study Project.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Rabat

Language Study Arabic

Homestay Rabat, 7 weeks

Rural Visit/Homestay Beni Mellal region in central Morocco, 4 days

Other Accommodations Hostels, guest houses, or small hotels

Independent Study Project 4 weeks

Prerequisites There are no prerequisites; however, students with a background in French will find ample opportunity for French language practice while also learning Arabic. Students with a background in Spanish will also have the opportunity to practice their Spanish language skills in northern Morocco.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Students work closely with their academic director and an advisor to design an Independent Study Project. **Sample topic areas:** refugees and human rights; perceptions of Spanish-Moroccan borders; sub-Saharan Africans and Gnawa music; consequences of irregular migration on racial perceptions; origins of flamenco in the Maghreb; social and cultural impact of Moroccan migration; migration and rural development; European economic crisis and return migration; young men's transnational conceptions of masculinities and sexuality in Morocco; sub-Saharan women's activism in Morocco; transnational analysis of difference and feminist pluralism in Morocco; conflict between Moroccan security forces and sub-Saharan immigrants; access to healthcare; irregular migrants in Morocco; the situation of Senegalese street vendors in Rabat.

Morocco

Multiculturalism and Human Rights

Examine challenges shaping Morocco and the Arab world: authoritarian rule, democratic transition, economic liberalization, civil society, Islamic movements, and constitutional reforms following the 2011 Arab Spring.

Coursework

Multiculturalism and Human Rights in the Context of the Arab Spring

AFRS 3000 / 3 credits / 45 class hours

An interdisciplinary course that examines the diverse forces shaping contemporary Moroccan society, with particular emphasis on ethnicity, culture, and human rights. Lecturers are drawn from institutions such as University Mohammed V, Hassan II University, Ibn Tofail University, the Center for Cross Cultural Learning, the National Council for Human Rights, the Royal Institute for Amazighi Culture, the Central Entity for the Prevention of Corruption, the National Library, the National Observatory for Human Development, the League of Muslim Scholars, Thaqafat Association, Anbji, and other local nongovernmental organizations (NGOs).

Course topics typically include:

Multiculturalism and Social Change

Dynamics of multilingualism; multicultural identity in the new 2011 constitution; political actions of civil society; social movements in the aftermath of the Arab Spring; Berber and Arab culture; social issues; class interactions; Moroccan folklore; colonial art and Western visual representations of Morocco; globalization and social change.

Politics and Human Rights

Monarchy and modernization; the Arab Spring and constitutional reforms in Morocco; the US and the democratization processes in MENA; the role of social movements and civil society in Morocco's democratization process; current political challenges; human rights issues; media and politics; the Sahara question; sub-Saharan migration and human rights; the "Years of Lead" and transitional justice in Morocco; youth and political participation.

Religion and Gender Issues

Role of Islam in contemporary politics and daily life; secular and religious interpretations of Islam; jihad and political Islam; extremism and terrorism; Moroccan Judaism; women and Islam; conditions of women in rural and urban Morocco; Moroccan feminism; state feminism and political representations; Islam and sexuality.

Educational Excursions

The program features excursions to three mountain regions in Morocco: the High Atlas, the Middle Atlas, and the northwestern Rif; the southeastern desert; the main urban centers in Morocco including Marrakech and Essaouira; and NGOs throughout Morocco. These excursions are designed to give students an understanding of Morocco's rich cultural, historical, and ecological diversity.

Intensive Language Study: Arabic

ARAB 1000–3000 / 6 credits / 90 class hours

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning, intermediate, or advanced classes. Students are introduced to Moroccan Arabic and given opportunities for further language practice through homestays, lectures, and field visits. An introduction to Arabic calligraphy is also part of the course.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides the necessary conceptual and methodological threads that enable students to learn from experience, apply knowledge and skills gained in thematic and language courses, and prepare to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the SIT Institutional Review Board. The course is also designed to answer specific concerns research on human rights generally raises. The class discussions address issues that pertain to research methods and ethics, including confidentiality and anonymity of informants, data gathering, interviewing, safety, and the psychology of minority groups and victims of repressive systems.

NORTH AFRICA AND THE MIDDLE EAST



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Rabat

Language Study Modern Standard Arabic

Homestay Rabat, 8 weeks

Rural Visit/Homestay Oulmes region, 6 days

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 3 weeks

Prerequisites There are no prerequisites; however, students with a background in French will find ample opportunity for French language practice while also learning both Moroccan and Modern Standard Arabic.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

The Independent Study Project (ISP) offers students the opportunity to undertake significant, specific, and individualized independent study in which they apply the concepts and skills of experience-based learning articulated and learned in all the components of the program. **Sample topic areas:** human rights organizations in Morocco; street children; environmental policies; rural education; (post-)Islamism; authoritarianism and democratic transition; arts and politics; the politics of emotion; the impact of the European crisis on North Africa; sub-Saharan migration in North Africa; Sufism; cooperation and activism; inheritance rights and ijthad in Morocco's modern society; childbirth in rural Morocco; Sufi poetry; laughter and the politics of expression among women in rural Morocco; the culture of volunteering in Muslim countries; code-switching and multilingualism in Moroccan music.

Tunisia

Emerging Identities in North Africa

Examine the dynamics between modernity and tradition, technology and culture, Islam and constitutional democracy, and history and social change in Tunisia, birthplace of the Arab Spring.

Coursework

Arab Spring and Emerging Identities in North Africa

MDES 3000 / 3 credits / 45 class hours

An interdisciplinary course that focuses principally on contemporary Tunisia and the democratic process initiated by the Jasmine Revolution. Students examine the intersections between Western-style capitalism, increased globalization, and socioeconomic developments of Tunisia in the context of political change. They also explore the ways Tunisian society is currently engaging with the complex issues raised by emergent political processes, history and colonial legacies, multilingualism, women's rights, and the rise of Islamist ideologies. The objective of the course is to enable students to evaluate, through the careful scrutiny of the country's public and political events, the chances of success and the risks of failure of the first constitutional democracy in the Arab world.

Youth, Media, and Social Movements

MDES 3500 / 3 credits / 45 class hours

The course examines the deep social and cultural transformations caused by the rapid dissemination of digital media, principally the role that social media such as Twitter, Facebook, and blogs have played in the Jasmine Revolution and other popular insurrections in the Arab world. A principal objective of the course is to study how Tunisian civil society—especially women's organizations, human rights activists, and other advocacy groups—are using social media for more effective consciousness raising and mobilization and formation of new cultural bonds. The lectures, debates, and educational excursions foreground the tensions and moments of continuity between modernity and tradition in Tunisian culture, illuminating various themes, such as bilingualism, the reemergence of the veil among young women, the mitigated success of secularism, and the rise of Islamist ideology among youth.

Lectures for both courses are given by academics from Tunis University and members of civil society.

Educational Excursions

Two weeklong excursions take students to the southern regions of Tunisia, including Matmata, Djerba, Tozeur, and Kairawan, as well as to the northern Mediterranean coast. Excursions highlight the origins of the Jasmine Revolution and the country's place at the crossroads of many civilizations, including Phoenician, Roman, Berber, Arab, Turkish, and European. Several short field trips are planned within Tunis and the Cap Bon region, including Hammamet, a popular holiday resort, where students observe firsthand the impact of mass tourism on traditional lifestyles.

Intensive Language Study: Arabic or French

Students choose to enroll in either Modern Standard Arabic or French. Students are placed in beginning, intermediate, or advanced Arabic or French language classes based on in-country evaluation.

Beginning and intermediate French students enroll in the course French in Tunisian Contexts at the appropriate skill level. Advanced French students enroll in the course North African Francophone Literature. A component on Tunisian Colloquial Arabic is also part of all language courses.

Intensive Language Study: Arabic

ARAB 1000–3000 / 3 credits / 45 class hours or

French in Tunisian Contexts

FREN 1000–2000 / 3 credits / 45 class hours or

North African Francophone Literature

FREN 3000 / 3 credits / 45 class hours

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research methods course designed to provide an overview of methodological approaches within the local cultural context. The course offers students the basic tools necessary to conceive and conduct field

NORTH AFRICA AND THE MIDDLE EAST



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Sidi Bou Said, on the outskirts of Tunis

Language Study Arabic or French

Homestay Greater Tunis, 7 weeks

Other Accommodations Hostels, research institutes, or small hotels

Independent Study Project 4 weeks

Prerequisites None

research in Tunisia. The course introduces field-based research skills (such as interviewing and participant and non-participant observation), and strengthens students' cultural awareness through exercises and discussions about researcher positionality and the ethics of fieldwork in Tunisia. The course provides students with the cultural understanding and critical acumen necessary for the successful completion of the Independent Study Project.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Tunis or in another approved location appropriate to the project. **Sample topic areas:** social media and popular protest; *hijab* (veil) in contemporary Tunisian society; identity formation through Islamic education; Arab views on national press; gender and news bias; governance and youth empowerment; youth and social media; revolutionary mural art; Arab reality TV; homosexuality in Islam.



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Australia

Rainforest, Reef, and Cultural Ecology

Examine the ecological and cultural patterns, processes, and dynamics of Australia's two most diverse environments—the Wet Tropics Bioregion and the Great Barrier Reef.

Coursework

Rainforest, Reef, and Cultural Ecology Seminar

ENVI 3000 / 6 credits / 90 class hours

An interdisciplinary course with lectures, discussions, required readings, and relevant educational excursions. The course aims to develop students' knowledge and appreciation of the species- and systems-level ecological patterns, processes, and human influences affecting the Wet Tropics and Great Barrier Reef bioregions. Resources utilized in the delivery of course content may include the Lizard Island Research Station, Wet Tropics Management Authority, and Aboriginal elders.

Seminar topics typically include:

Marine Ecology

The evolution and geomorphology of the Great Barrier Reef; biology and ecology of coral reef invertebrates, reef fishes, and nearshore environments; relationships among fishing, tourism, the economy, and the conservation of coral reef environments.

Rainforest Ecology

Ecology and evolution of Australian rainforests from Gondwana to the present; plant-animal adaptation and interactions; speciation processes and biogeography of the Wet Tropics; structural classification of rainforest systems; landscape ecology and conservation biology; application of ecological principles to rainforest conservation; role of ecology in conservation issues and activism.

Aboriginal Conceptions of the Natural Environment

Aboriginal worldview and perceptions of land and the environment; land rights and the role of traditional ecological knowledge in sustainable management of protected areas in north Queensland; traditional lifestyles and contemporary challenges; ethnobotany; non-indigenous perceptions of contemporary Aboriginal issues; Aboriginal cultural survival.

Conservation Biology and Environmental Philosophy

Environmental values; conservation ethics; traditional and contemporary human involvement with nature; conservation politics; history of the environmental movement; nature conservation strategies; economics and utilitarianism in conservation debates.

Educational Excursions

The program includes extensive field excursions to a wide array of ecologically significant sites in the Great Barrier Reef and Wet Tropics World Heritage areas as well as in the outback. Field excursions to marine, coastal, and upland habitats emphasize a synthetic approach to understanding the influence of biophysical factors on both natural and human-dominated systems. In addition to investigating the biodiversity of the rainforest and reef, students explore cultural considerations and perspectives of Aboriginal traditional owners during course excursions.

Environmental Field Study Seminar

ENVI 3500 / 4 credits / 60 class hours

A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data. Students develop the capacity for critical understanding and evaluation of program-related environmental issues. The seminar is a springboard for the Independent Study Project and includes consideration of field study ethics and the World Learning/SIT Human Subjects Review Policy. Field study topics include designing and implementing reef and rainforest research projects, writing a research proposal, interviewing, surveying, and maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis, biotic sampling and analysis, fauna and flora identification, biodiversity monitoring, population analysis, animal behavior, climate analysis, and remote sensing.

ASIA AND THE PACIFIC



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Cairns

Homestay Cairns, 2 weeks

Other Accommodations Hostels, small hotels, and campsites

Independent Study Project 5 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT.

Independent Study Project

ISPR 3000 / 6 credits / 180 class hours

Conducted in an approved location appropriate to the project. **Sample topic areas:** the feeding behavior of the platypus; recovery of coral deposits from temperature-induced stress; feeding ecology of coral reef fishes; integrated catchment management; reforestation corridors as habitat; conservation issues affecting koalas and Tasmanian devils; wet sclerophyll fire regimes; environmental education; effects of education on public perceptions of flying foxes; acoustic conditioning of coral reef fishes.

Australia

Sustainability and Environmental Action

Acquire methods, tools, and different perspectives on how to make our societies more sustainable.

Coursework

Sustainability and Environmental Action Seminar

ENVI 3000 / 8 credits / 120 class hours

An interdisciplinary course with required readings and relevant educational excursions focusing on an analysis of efforts to pursue sustainability in Australia. Lecturers include the leaders of prominent conservation organizations, professionals from a wide range of disciplines who are leaders in introducing the concepts of sustainability in their fields, and Aboriginal elders who share their cultural understanding of what it means to live sustainably.

Seminar topics typically include:

The Natural Environment

Climate, geology, soils, geomorphology, ecology, and ecosystems of Australia and selected regions; coastal processes; ecological processes and biodiversity; environmental limits on development; ecological history of Australia and its peoples.

Ecopsychology and Ethics

Ecopsychology; environmental philosophy and paradigms; ethics; history of the environmental movement; social justice and the environment; the nature of social change; sense of place.

Aboriginal Relationships to the Land

Indigenous ecological knowledge; Aboriginal worldview; traditional and contemporary Aboriginal environmental management; Aboriginal impact on the environment.

Sustainability

Climate change; analysis of population growth and resource use; strategic planning; sustainable agriculture and permaculture; sustainable building design; sustainable energy; forestry; tourism; waste management; steady state societies and economics; globalization and localization; nature conservation and park management.

Social Change and Environmental Action

Theories of social change and social marketing; history of social change and environmental action; campaigns by vested interests to resist

social change; analysis of past environmental campaigns; designing successful environmental campaigns.

Educational Excursions

Much of the teaching and learning in this program occur in the field, and excursions are totally integrated with other elements. The major field excursion is to the beautiful and sparsely populated island state of Tasmania, where students spend a week studying sustainability issues related to forestry, hydroelectricity, tourism, and protected areas in addition to the history of the conservation movement. On this excursion the group spends an additional four days in both Melbourne and Sydney, the two largest cities in Australia, studying examples of urban sustainability.

The other main excursion is a four-day camping trip in northern New South Wales, where students camp with Aboriginal elders and develop a deeper knowledge of Aboriginal cultures and bush skills.

There are also a number of one-day field excursions around Byron Bay and Lismore to examine the natural environment, sustainable house design, eco-communities, organic farming, permaculture, community gardens, and renewable energy technologies. In each location visited, students are introduced to the area's climate, geology, geomorphology, soils, and flora and fauna, as well as its human history and culture, in order to instill a sense of place and provide a basis for understanding the unique management issues of each region.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation, surveying, interviewing, and content analysis; gathering, organizing, and communicating data; and maintaining a work journal.

ASIA AND THE PACIFIC



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Byron Bay

Homestay Lismore or a nearby rural location in northern New South Wales, 2 weeks

Other Accommodations Apartments, hostels, lodges, and campsites

Independent Study Project 5 weeks

Prerequisites None

Independent Study Project

ISPR 3000 / 5 credits / 150 class hours

Conducted in northern New South Wales or in another approved location appropriate to the project. Students can undertake a traditional research project, produce a creative work ranging from paintings to creative writing, or complete a practicum with an appropriate organization. All projects must relate to some aspect of sustainability. **Sample topic areas:** the effect of dolphin feeding on environmental perceptions of tourists; changes in native vegetation following fires; a work of art to promote awareness of forest dieback; a piece of creative travel writing focusing on the meaning of "sense of place"; an analysis of sustainability initiatives at Australian airports; a practicum at a community garden; a practicum at an environmental education center; a feasibility study for the introduction of solar energy at an Australian university; a practicum on an organic farm; conceptions of wilderness in Tasmania.

China

Language, Cultures, and Ethnic Minorities

Gain a deep understanding of cultural diversity and minority relations in Yunnan Province and on an excursion to Beijing, while earning up to 10 credits for Chinese language study.

Coursework

Chinese Culture and Ethnic Minorities Seminar

ASIA 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine China's cultural complexity and the important social, historical, and cultural factors shaping and sustaining China's minority communities. Lecturers are drawn from institutions such as Yunnan Nationalities University, Yunnan University, Yunnan Social Science Academy, the Yunnan Arts Institute, the Yunnan Traditional Medicine Hospital, and the Lijiang Dongba Cultural Research Institute.

Seminar topics typically include:

History and Religions

The history of modern China and the development of the People's Republic; political trends in modern China; Chinese foreign policy; China's "open door" policy; influence of religion on Chinese culture; traditional religious systems of Yunnan's minority nationalities; Confucianism; religious heritage of Daoism, Buddhism, Islam, and Christianity in Chinese society, past and present.

Social Issues and Humanities

Regions, provinces, and autonomous regions of China; recent economic reforms and social changes; the relationship between state and free-market economies; traditional Chinese medicine; taiji; gender issues in China; China's reproductive policy; HIV/AIDS prevention in Yunnan; environmental issues in China.

Minority Issues

Origins and classification of China's ethnic peoples; government policies regarding minority nationalities; education and assimilation; tourism development and its impact on minority areas; oral and literary traditions; customs and indigenous spiritual practices; shamanistic heritage of the Naxi; reemergence of Dongba culture; matrilineal systems among the Moso; women's issues among China's minorities; influences of Bai, Naxi, and Tibetan culture in northwestern Yunnan; representation of China's "peripheral peoples."

Educational Excursions

Students travel across China to the capital city of Beijing, where Yunnan Province's great ethnic diversity is placed in both historical and contemporary perspective. Students are assigned a one-week Yunnan Exploration project, an empowering experience in negotiating travel to selected areas of Yunnan in small groups. The program also includes a two-week excursion to different minority regions, including the Bai areas of Dali and Shaxi, the ancient Naxi town of Lijiang, the Tibetan areas of northwestern Yunnan, and other seldom-visited communities.

Intensive Language Study: Chinese

CHIN 1000-3000 / 6 credits / 90 class hours

Emphasis on developing speaking and comprehension skills as well as reading and writing skills through classroom learning, field instruction, and homework. Based on in-country evaluation, students are placed in appropriate language levels in small groups according to individual proficiency. Language instructors are certified in teaching Chinese as a foreign language and use a variety of interactive communication-based language-teaching techniques.

Continued Intensive Language Study

An additional four credits are available by pursuing intensive language study in lieu of a research-based Independent Study Project. The language course has a very low teacher-to-student ratio.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in participant observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Kunming

Language Study Chinese

Homestay Kunming, 2 weeks

Rural Visit/Homestay Shaxi, 4-5 days

Other Accommodations Hostels, educational institutions, or small hotels

Independent Study Project or additional intensive language study, 4 weeks

Prerequisites None

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Yunnan Province or in another approved location appropriate to the project.

Sample topic areas: social customs of minority groups; evolution of the free-market system; philosophy and practice of taiji; investigation of family and religious practices of the Hui; Naxi Dongba shamanic practices; textiles and handicrafts of the Miao (Hmong); the structure of the extended family in the context of family planning; domestic tourism and its impact on Dali and Lijiang; the role of civil society in environmental management; preservation and renewal of Tibetan arts; healthcare challenges in China; traditional Chinese painting, music, and medicine; Buddhist philosophy and practice.

Students may choose to pursue one month of additional language study for four credits in lieu of the research-based Independent Study Project.

India

Health and Human Rights

Explore the links between public health and human rights, with a focus on women, children, tribal, and other marginalized and vulnerable populations in India.

Coursework

Lecturers include nationally prominent academics and experts in the fields of health and human rights.

Capacity Building, NGOs, and Healthcare Delivery

ASIA 3010 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. During this course, students explore Indians' access to and reliance on public healthcare services through involvement in a nongovernmental organization (NGO) or other health-related organization. On excursions, students visit all levels of healthcare delivery institutions: a health center in a village, primary health center, community health center, district hospital, and "super specialty" hospital in the city. Through active participation in a workshop, students are able to examine systems of healthcare and investigate the realities of the delivery of public health services in India. Students participate in a public health capacity-building workshop with an organization or individual working for positive change in the field of health and human rights in India.

Politics and Economies of Public Health

ASIA 3020 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. This course explores the theoretical link between access to and reliance on Indian healthcare services and the conceptions of human rights of individuals and communities in an Indian social context. Questions raised include: What does the term "right to health" mean to Indians? Who are the key actors in determining who is granted the right to health? To what degree does the right to health in India coincide with international standards? In what ways do these human rights directly impact Indians' access to healthcare? To delve into these questions, lectures and excursions specifically address healthcare issues experienced by women and youth in addition to other groups made vulnerable through their social or geographic

positions, such as those from lower caste groups or rural populations. The course focuses on the theoretical foundations underlying the assessment of right to health in a global and local medical context while also investigating the intersecting political, economic, and social frameworks currently existing in India.

Intensive Language Study: Hindi

HIND 1000–2000 / 3 credits / 45 class hours

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes.

Field Methods and Ethics in Social Science and Health

ANTH 3500 / 3 credits / 30 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal. The course examines public health indicators and helps students understand why some indicators are selected or important.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in north India or in another appropriate location. **Sample topic areas:** international, national, and regional responses to epidemics and pandemics; health equity and disability; major public health challenges of diseases such as tuberculosis, malaria, and polio; access to reproductive and children's healthcare; health financing; impact of globalization on public health; health planning and management; privatization of medical education.

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base New Delhi

Language Study Hindi

Homestay New Delhi, 9 weeks

Rural Visit/Homestay Remote villages of the Udaipur district in Rajasthan/Jamkhed in Maharashtra, 1 week (optional)

Other Accommodations NGO guest houses, hostels, educational institutions, or small hotels

Independent Study Project 4 weeks

Prerequisites None

India

National Identity and the Arts

Explore the living legacy of an ancient civilization through its arts.

Coursework

Lectures for this program are given by scholars from institutions such as the School of Arts and Aesthetics at Jawaharlal Nehru University, Jamia Millia Islamia, and Delhi University.

National Identity and the Arts Seminar

ASIA 3000 / 6 credits / 90 class hours

An interdisciplinary seminar conducted in English with required readings and relevant educational excursions. In this seminar, students examine the visual and performing arts of India in the context of religion, politics, and identity. Students investigate interrelated subjects including music, drama, film, dance, sculpture, painting, printmaking, architecture, poetry, history, and religion. Seminar activities include formal and informal lectures, discussions, site visits, workshops, and a practicum. Rather than focusing on studio arts, the seminar offers students the opportunity to consider India's vast historical tradition through the perspective of its arts and religions. Students learn from different experts, including scholars, artists, performers, and others.

Seminar topics typically include:

Indian Culture and Society

Students consider the long trajectory of India's 5,000 years of history and study social and political issues such as social customs, caste hierarchies, communal differences, and diverse religious traditions and practices.

Indian Arts

Students consider pertinent issues in Indian art history, including the historical development of Indian national identity in the arts; classical painting traditions; temple arts and architecture; instrumental and vocal music; classical dance and decorative arts; Indian cinema and theater; restoration and cultural heritage.

Practicum

Each student studies an art, craft, or skill particular to India, including, but not limited to, classical music, dance, yoga, painting, cooking, or pottery. Each student participates in about 16 hours of

training in his or her chosen topic and gives a presentation that provides a description/demonstration of the art, craft, or skill.

Educational Excursions

Within the vibrant cultural environment of Delhi, the program includes visits to historical sites and museums as well as music, dance, and drama performances. Students also take excursions to Varanasi, Bodhgaya, Kolkata, and Orissa. In addition, a short workshop excursion allows students to choose among several possible study location options: cultural assessment in Goa, architecture in south India, miniature painting in Jaipur, or folk music in Jaisalmer.

Intensive Language Study: Hindi

HIND 1000–3000 / 3 credits / 45 class hours

Emphasis is on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course focuses on cross-cultural learning and developing field studies skills. It provides a framework for the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location appropriate to the project and the program. Independent Study Projects should be relevant to the theme of the program. **Sample topic areas:** the challenges of historical preservation in a developing society; the expression of power in Mughal

ASIA AND THE PACIFIC



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base New Delhi

Language Study Hindi

Homestay Delhi, 8 weeks

Other Accommodations Ashrams, guest houses, hostels, or small hotels

Independent Study Project 4 weeks

Prerequisites None, although previous coursework in Asian history, Asian art history, or Asian religions is recommended.

architecture; Hanuman and traditional wrestling; modern Indian cinema; a survey of Orissan temples; the colonial architectural legacy of New Delhi; preservation of the Kashmir shawl; Sufi music and poetry; a painting survey of the Buddhist pilgrimage route; polo and Rajput horse culture; culinary culture in New Delhi; seventeenth-century water systems of the Agra Red Fort.

India

Sustainable Development and Social Change

Examine India's socioeconomic development trends and tortuous transition and how rethinking development is gaining urgency for shaping sustainable social change.

Coursework

Lecturers include internationally respected local scholars, policymakers and planners, social activists, journalists, development practitioners, and high-level federal and state government officials.

Shaping Sustainable Social Change

ASIA 3010 / 3 credits / 45 class hours

An intensive interdisciplinary course conducted in English with required readings, lectures, relevant educational excursions, and workshops with various nongovernment organizations (NGOs). This course explores sustainability from a global and Indian perspective and allows students to understand indicators of sustainable development and enables them to analyze successful development interventions through the lens of sustainability. The course then introduces rethinking development and the way forward through exploration of alternative development interventions to address emerging and future crises.

Development Approaches and Distributive Justice

ASIA 3020 / 3 credits / 45 class hours

An intensive interdisciplinary course conducted in English with required readings, lectures, relevant educational excursions, and workshops with various NGOs. This course introduces India's post-independence development scenarios, and, emphasizing equity and power with land as a central theme, the course then provides reflection on and analysis of the post-1990s Indian development paradigm and the shift to liberalization and a market economy resulting in current urban, rural, and climate change crises.

Educational Excursions and Workshops

The program includes visits to NGO headquarters, prominent academic and research institutes, and villages. Visits in Rajasthan include Bikaner. Other visits include Varanasi, situated on the banks of the River Ganges in Uttar Pradesh; Udaipur in Rajasthan; Dehradun in Uttarakhand; Pune in Maharashtra; Dharamsala in Himachal Pradesh; and the state of Gujarat.

Intensive Language Study: Hindi

HIND 1000–3000 / 3 credits / 45 class hours

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in India.

Sample topic areas: renewable energy as a means to community development; assessing the ability of state-sponsored primary education to promote social mobility in Uttarakhand; a comparison of traditional and mass production of Indian textiles; community-based ecotourism in Sikkim; uses of information technology for social change; female farmers; urban sustainability efforts; lakes and wetlands conservation; Jaipur's solid waste management system; socioeconomic of water scarcity; the effects of globalization on the elderly; the organic market as a model for agriculture development; the public distribution system and the right to food movement; peacebuilding with Pakistan; the empowerment potential of traditional conservation knowledge; expressions of identity in the Chinese population in Kolkata; leftist politics and the development of Kerala; the hijras of Varanasi; business process outsourcing; Bhopal as a lens for globalization and the role of transnational corporate ethics; Khadi as a Gandhian development movement.

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Jaipur

Language Study Hindi

Homestay Jaipur, 6 weeks

Other Accommodations Hostels, educational institutions, or small hotels

Independent Study Project 4 weeks

Prerequisites None

Indonesia

Arts, Religion, and Social Change

Immerse yourself in the deep traditions and contemporary interpretations of Hindu and Islamic religious and cultural practice in the context of political transformation and tourism development in Bali and Java.

Coursework

Arts, Religion, and Social Change Seminar

ASIA 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students explore the intersection of cultural and religious practices with nation building, global tourism, and the environment in Bali and Java. Attendance at evening and weekend ritual events and performances is sometimes required.

Seminar topics typically include:

Cultural Anthropology

Woven through this course are themes of tradition and cultural change; the main pillars of Islamic and Balinese religious philosophy; women and gender politics; Balinese temple systems and sacred calendars; women and Islam; impacts of tourism on Javanese and Balinese culture; local healing systems; Javanese and Balinese family life.

History and Contemporary Politics

The study of Indonesian history and traditions as well as modern and contemporary political trends places field visits and living with homestay families in context. A special focus is placed on Java and Bali, with an overview of Indonesian history, "civil Islam," and "regional autonomy" and their importance in contemporary social and political discourses.

Religious Studies

In Java, seminars focus on studies of Indonesia's six officially recognized religions. Lecturers are drawn from the Jesuit Sanata Dharma University and from the premier state university, Universitas Gadjah Mada. Lectures are integrated with field visits to Islamic religious schools known as pesantren and ancient monuments of cultural and religious significance such as the Candi Borobudur Buddhist monument and Prambanan Hindu temple.

Students also visit mosques, churches, and a village where Confucianism is the dominant religious practice.

Geography and the Economy

Lectures, field visits, and excursions bring the

geographies of economic change and development into rich relief. Topics include global tourism, the environment, and social inequality in contemporary Bali and Java.

Arts: Javanese and Balinese

Javanese and Balinese music; functions of dance in Java and Bali; shadow puppetry; traditional and contemporary painting; new performing arts forms; artistic expression in the Javanese and Balinese languages. Students also visit museums and galleries and see some performing arts both in Java and Bali.

Field Practicum

Students carry out fieldwork in partnership with local students in Java and Bali. During a village visit, students work together to conduct interviews focused on the roles of religion, social life, and the arts in Javanese and Balinese society. Students may also receive instruction in a Javanese or Balinese craft or art form in preparation for a required written fieldwork report.

Educational Excursions

The program includes two weeks in Java, the most populous island in Indonesia. Students visit historic and cultural sites; temple festivals; and religious rituals, performances, and local ceremonies in central Java and the Tabanan, Denpasar, and Ubud areas of Bali. They also have homestays in Java, usually with Muslim families, and in Bali, in a predominantly Hindu village.

Intensive Language Study: Bahasa Indonesia

INDO 1000–3000 / 6 credits / 90 class hours

Emphasis is on speaking and comprehension skills through classroom and field instruction. Instructors are long-term members of the program staff. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese language instruction is available for students with full competence in Indonesian.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course on the process of learning across cultures and from field experience. Topics include

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Bedulu, central southern Bali

Language Study Bahasa Indonesia, plus Balinese

Homestays Yogyakarta, 10 days; Ubud-Bedulu area, 5 weeks

Rural Visits/Homestays 4 days in the Tabanan area, 2 days in northern Bali

Other Accommodations Hostels or small hotels

Independent Study Project 4 weeks

Prerequisites None

cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; and field study ethics and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted at an approved location in Java, Bali, or another part of the Indonesian archipelago appropriate to the project. **Sample topic areas:** contemporary youth culture and street art; the ritual significance of gamelan music and Balinese dance; the representation of myth in public art; tourism development and environmental sustainability; traditional healing arts and modern medicine; the export of Balinese culture via tourism; the aesthetics of religious traditions in Java and Bali; the role of women in contemporary Islamic communities of Java and Bali.

Mongolia

Geopolitics and the Environment

Examine international relations, natural resource management, nomadic traditions, and economic growth from Mongolia's unique vantage point.

Coursework

Lecturers on this program are drawn from the National University of Mongolia and central and local governmental organizations as well as international and local nongovernmental organizations (NGOs).

Geopolitics and Development Trends

ASIA 3010 / 3 credits / 45 class hours

This interdisciplinary course focuses on Mongolia's path to political and economic development and the country's current strategies for external relations and internal growth. Government policies for international investment and the shifting political discourses about domestic investment form the background against which Mongolia's development strategy is analyzed. The course centers on two themes: Mongolia's diplomatic efforts and engagement with China, Russia, the two Koreas, and Japan within the geopolitics of northeastern Asia, and Mongolia's development policies and attempts to address issues of rapid urbanization and growth.

Pastoralism and Natural Resource Management

ASIA 3020 / 3 credits / 45 class hours

This interdisciplinary course focuses on Mongolia's nomadic population and the impact of political, social, and economic transformations and national resource management policies on Mongolia's social, cultural, and physical environments. Students study the traditions of Mongolia's nomadic communities and the challenges for this population as a result of Mongolia's political transformations and development policies. They also examine Mongolia's attempt to create a national resource management policy that balances conservation and traditional practices with the demands of the mining industry and other modern business and economic development opportunities.

Educational Excursions

The program includes visits to important Mongolian historical, religious, and natural sites to complement the academic program and interdisciplinary courses. Excursion locations typically include Erdenet, Mongolia's third-largest city;

Erdene Zuu Monastery—built on the ruins of Kharkhorin, the ancient Mongolian capital; Amarbayasgalant Monastery; and Khamryn Hiid/Khamar Monastery. Students also participate in a *ger* (nomadic dwelling) camp stay. Some excursions include horseback riding. Please note that excursion locations can vary between the fall and spring semester, depending upon seasonal travel conditions.

Intensive Language Study: Mongolian

MONG 1000–3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension in Mongolian, plus reading and writing skills, through classroom and field instruction. Classes are conducted by trained Mongolian language instructors. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. Language training starts immediately after students arrive in Mongolia and continues during field excursions.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; working with an interpreter/translator; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in Mongolia appropriate to the project. **Sample topic areas:** nomadic organization in transition; the transition from nomadic herder to urban wage-seeker; cashmere trade and cultural interaction with China and Russia; Buddhist debate and monastic education; Buddhist painting, sculpture, and

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Ulaanbaatar

Language Study Mongolian

Urban (Ulaanbaatar) Homestay 3–4 weeks

Rural Visits/Homestays Nomad camps, 1–2 weeks

Other Accommodations Apartments, guest houses, educational institutions, or small hotels

Independent Study Project 4 weeks

Prerequisites None

architecture; revival of shamanism; symbols of collectivism and pastoralism in daily life; education policy since Soviet disintegration; the shagai tradition; traditional perceptions and modern practical use of Mongolian medicinal plants; prudent natural resource management and regional politics; the Mongolians of Kazakh descent and their place in modern Islam.

Nepal

Development and Social Change

Witness the challenges facing Nepal as it works to balance tradition and progress and negotiate economic, political, and social change during a very dynamic period in its history.

Coursework

Development and Social Change Seminar

ASIA 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. The seminar examines historical and contemporary Nepal, and the social, political, cultural, environmental, and economic forces—both internal and global—that have shaped and continue to define the country. Lecturers are drawn from academic institutions such as Tribhuvan University and the Fulbright Commission as well as from nongovernmental organizations (NGOs) such as Ashoka and other international and local development agencies working in Nepal.

Seminar topics typically include:

Nepali Life and Culture

Caste, ethnicity, and nationhood; democracy and the monarchy; Nepal as a nation in transition; urban-rural divides; economic mobilities; Hindu and Buddhist foundations; gender and identity; trafficking; sacred landscapes; janjati people and the state; journalism and media; Nepal between the Asian giants.

Development Issues

Cultural ecology; parks and people; conservation and conflict; the economics and history of foreign aid; globalization and markets; social entrepreneurship; community forestry; water resource management; tourism and local resources; educational challenges; wildlife diversity and management; governance and regulatory frameworks; peace and justice discourses; refugee issues; the challenge to fatalism; rethinking poverty; social capital and civil society; postcolonialism and development.

Educational Excursions

Conditions permitting, students travel in small groups to various rural sites to interact with local ethnic communities and to examine key development issues. The program visits many Kathmandu Valley UNESCO World Heritage

monuments such as Bhaktapur and Patan Durbar Square and Museum. Students have interactions with international NGOs, local NGOs, and many government ministry offices. In most semesters, the program makes a field study excursion to the middle hills regions and/or to the lowland tarai in Nepal.

Village Excursion

Conditions permitting, the village excursion involves several days of trekking in national parks to remote village locations in the Himalayas.

Students live with rural families and often have opportunities to visit sites of development projects, such as micro-hydropower plants, and to participate in local agricultural work and/or religious ceremonies.

Intensive Language Study: Nepali

NEPA 1500 / 6 credits / 90 class hours

This course helps students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction, combined with practice in reading and writing the Devanagari script. Classes are taught two and one-half hours daily. Instructors are native speakers who have received training in language instruction from SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

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Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Kathmandu

Language Study Nepali

Homestay Kathmandu Valley, 6 weeks

Rural Visit/Homestay 6 days

Other Accommodations Guest houses or small hotels

Independent Study Project 4 weeks

Prerequisites None

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in the Kathmandu Valley or, conditions permitting and with program approval, in other parts of Nepal. **Sample topic areas:** political processes in evolving democracies; conflict resolution and development; state formation and power dynamics; ecotourism and its effect on wildlife management; sacred geography; community forestry; migration and population issues; ethnic politics; rural development and aid; women's health challenges.

Nepal

Tibetan and Himalayan Peoples

Examine Tibetan and Himalayan politics, religion, and the pressing contemporary issues facing communities in exile, particularly in the case of Tibet.

Coursework

Through thematic lectures and fieldwork, students explore issues of cultural change and preservation, [sub-]regional geopolitics, and religious revival. Students are challenged to consider the contemporary and historic connections between diverse Himalayan “landlinked” communities. Questions of self-identification and recognition, as well as of diaspora, exile, and migration, are important topics for analysis in this program.

From the Nepal program base, students gain access to a rich array of human and material academic resources throughout the Kathmandu Valley and beyond, learning with prominent Tibetan (and/or Nepalese) Buddhist teachers and regional, ethnic, and community political players and experts.

Religious Change in Tibet and the Himalaya

ASIA 3010 / 3 credits / 45 class hours

This course explores religious preferences among the diverse Himalayan populations. Tibetan Buddhism is examined in relation to broader Tibetan civilization, including the realms of politics and ritual. The course goes beyond the typical exclusive focus on the Tibetan Buddhist aspects of Himalayan cultures and instead investigates a multitude of beliefs and practices among diverse groups, e.g., other Buddhism(s) such as that of the Newars, the sole surviving continuous tradition of Indian Buddhism; Indian tantra; Hinduism in the Kathmandu Valley; Islam in Tibet and South Asia; and Bön and pre-Buddhist Himalayan traditions.

Educational Excursions

Program excursions enhance understanding of Tibetan civilization and Himalayan cultural traditions and the refugee and exile experience. Varying from semester to semester, excursions may include Tibetan communities (Pokhara, Solu Khumbu) and/or Himalayan peoples (Mustang, Tsum, Yolmo) in Nepal; Ladakh, Spiti, Dharamsala, or Sikkim/Darjeeling in India; and/or the Kingdom of Bhutan. Unfortunately, for the time being it is impossible for SIT or any US student group to visit the Tibet Autonomous Region in the People's

Republic of China. Please note that high-altitude treks are usually included in excursions to relatively isolated rural mountain communities.

The Politics of Tibetan and Himalayan Borders

ASIA 3020 / 3 credits / 45 class hours

This course traces Tibetan and Himalayan history from current political dynamics back to ancient times, providing a context of larger regional events and processes. Students examine local political systems such as the Tibetan Government in Exile and the birth throes of the Nepalese constitution. Students examine the politics inherent in everyday life in an exile community, themes such as individual articulations of identity, and the politics of language and religious practice, including an analysis of current conditions in Tibet. On the geopolitical scale, students investigate the significance of various Himalayan regions and the maneuvering between Asia's giants, India and China. Students reflect on and reconceptualize ideas of power, autonomy, authority, and vulnerability on individual, group, and state levels.

Intensive Language Study: Tibetan

TIBE 1000 / 3 credits / 45 class hours

Beginning oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction is daily during the program period in Kathmandu, with less formal instruction while on excursion. Optional Nepali language instruction is always provided, since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling and Bhutan).

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Kathmandu

Language Study Tibetan, plus Nepali

Homestay Kathmandu, 6 weeks

Rural Visit/Homestay 2 to 4 weeks, depending on location

Other Accommodations Guest houses, hostels, educational institutions, and/or small hotels. The group may camp when trekking in the Himalayas.

Independent Study Project 4 weeks

Prerequisites None

resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; and twentieth-century ethnography.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Tibetan and Himalayan communities in Nepal; in Dharamsala, India (where there is an SIT program center and resident program assistant); or in another approved location appropriate to the project (including Bhutan when the semester's excursion is to Bhutan). **Sample topic areas:** the politics of language and education in Tibetan communities; reflections from former political prisoners; traditional Tibetan medicine; the reemergence of the Bön tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; critical thinking in Bhutan's education system; a case study of a traditional Buddhist college; nuns and Tibetan female mystics; migration and Tibetan exile settlements.

Samoa

Pacific Communities and Social Change

Examine the social, economic, and political impacts of and responses to westernization and globalization in the Pacific Islands.

Coursework

Lectures and discussions are conducted in cooperation with the East West Center, the University of Hawai'i's Center for Pacific Studies and Center for Hawaiian Studies; the National University of Samoa; the University of the South Pacific both in Alafua, Samoa, and Suva, Fiji; and American Samoa Community College, with support from additional local professionals.

Traditional Societies in Transition

PACI 3010 / 3 credits / 45 class hours

The course examines key aspects of traditional Pacific societies as well as the physical and historical forces that have shaped the Pacific Islands region at large. It focuses on culture and the ways in which traditional societies have adapted to the waves of development and change that have reached their shores. The course has components in Hawai'i, Samoa, American Samoa, and Fiji.

The course explores the values of traditional societies and the ways in which these values are being challenged, adapted, and blended as subsistence economies become cash economies. It encourages students to analyze their own experiences and learning and provides information needed to continue further intensive study in one aspect or issue of the culture in the form of an Independent Study Project. Field experiences and assignments are structured to complement lectures and readings.

Globalization and Contemporary Issues

PACI 3020 / 3 credits / 45 class hours

The course examines the social, economic, and political impacts of westernization and globalization on small island states and Pacific communities. Development, social change, and the future of Oceania are considered.

The course looks at Pacific communities in various stages of development with differing colonial histories and political structures.

The impact of development and its resulting issues are illustrated in Hawai'i, Samoa, American Samoa, and Fiji. Students are encouraged to

analyze their own experiences and learning and to gather information needed to continue further intensive study related to an issue of globalization and development in the form of an Independent Study Project. Field experiences and assignments are structured to complement the lectures and readings.

Educational Excursions

The program includes visits to cultural and historic sites on the island of Oahu, Hawai'i; a village stay in rural Upolu and visits to places of interest in Samoa; a natural history excursion to the island of Savai'i to examine the diversity of Samoa's topography and ecology; and visits to American Samoa and Fiji for comparative analyses of Pacific communities and traditions in transition.

Intensive Language Study: Samoan

SAMO 1000 / 3 credits / 45 class hours

Basic speaking and comprehension skills are acquired through classroom and field instruction that emphasizes daily communication and through interactions with homestay families in both Samoa and American Samoa.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course in the concepts of learning across cultures and from field experience prepares students for the Independent Study Project. Material includes cross-cultural adaptation and skills building; selecting and refining topics for the Independent Study Project; choosing appropriate fieldwork methodologies; developing contacts and finding resources; practicing observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; and field study ethics and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Projects are conducted in appropriate sites in Samoa. **Sample topic areas:** sustainable agricultural practices and food security; the impact of

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Program Duration Fall/Spring 15 weeks

Credits 16

Orientation Base East-West Center, Honolulu, Hawai'i

Program Base University of the South Pacific—Alafua Campus, Apia

Language Study Samoan

Homestays Upolu, 10 days; Fiji, 4 days; American Samoa, 4 days

Other Accommodations Local university housing with Pacific Island housemates

Independent Study Project 4 weeks

Prerequisites None

social networking sites on Samoan youth; micro-finance and the importance of social networks; the reality of poverty and hardship in Samoa; perspectives on and threats to religious freedom; human rights in Samoa; the role of coconut products in the Samoan economy; economic, social, and environmental impacts of seawalls; media freedom in Samoa and young voters' understanding of democracy.

Vietnam

Culture, Social Change, and Development

Examine economic and social development in the cultural context of Vietnam, one of Southeast Asia's most dynamic and rapidly changing countries.

Coursework

Lecturers are drawn from Vietnam National University; Can Tho University; Hoa Sen University; the University of Economics in Ho Chi Minh City; and a variety of research institutes, government offices, and nongovernmental organizations (NGOs).

Ethnicity, Gender, and Social Change

ASIA 3010 / 3 credits / 45 class hours

This course explores social and cultural attributes of traditional Vietnam in order to trace the history of the nation. Students follow the development of three ancient civilizations that have existed in what is now present-day Vietnam: the Dai Viet in the north, the Cham ethnic minority on the central coast, and the Khmer in the south. The course then explores more recent dynamics and trends, such as nineteenth- and twentieth-century Vietnamese colonial experience and national resistance as well as Vietnam's socialist revolution and national reunification.

This course explores some of the processes of social change in Vietnam with a focus on specific groups such as women and ethnic minorities. Students analyze gender relations and ethnic minority perspectives from a comparative standpoint, in relation to both regional and global social and political change. Students examine the governance of ethnic minority affairs and study the interactions of the dominant ethnic group, the Kinh, and the indigenous ethnic minorities.

Complemented by educational excursions, students consider the development problems faced by minority peoples and the challenge of maintaining diverse traditions throughout the process of nation building in Vietnam.

Economic Reform and Development

ASIA 3020 / 3 credits / 45 class hours

This course charts Vietnam's transition from a centrally planned to a market-oriented economy. It focuses on the dynamics and tensions inherent in such fast economic growth. Issues discussed include the theoretical background of economic development theory, strategies for poverty reduction and governance issues, rural

development, and urbanization and migration in an era of globalization.

The course examines development ethics and equity issues within the context of the country's growing market economy and consumer class. Rapid economic development has come with sociopolitical changes as well as environmental costs. Students examine in detail the major turning point in Vietnam's development, the Doi Moi "Renovation" economic reforms launched in 1986, and the rapid growth in trade and investment since that time.

Educational Excursions

The program provides the opportunity to study and explore Vietnam's cultural and natural heritage through visits to Sapa (on the Chinese border), Hanoi, and ancient cities such as Hue and Hoi An in Central Vietnam. Visits are also made to rural villages and protected areas in the Mekong Delta and other parts of the country. Some relevant community-volunteering projects may be conducted based on specific local contexts to meet students' learning objectives.

Intensive Language Study: Vietnamese

VIET 1000-3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Ho Chi Minh City

Language Study Vietnamese

Homestay Ho Chi Minh City, 3 weeks

Other Accommodations Guest houses, hostels, or small hotels

Independent Study Project 4 weeks

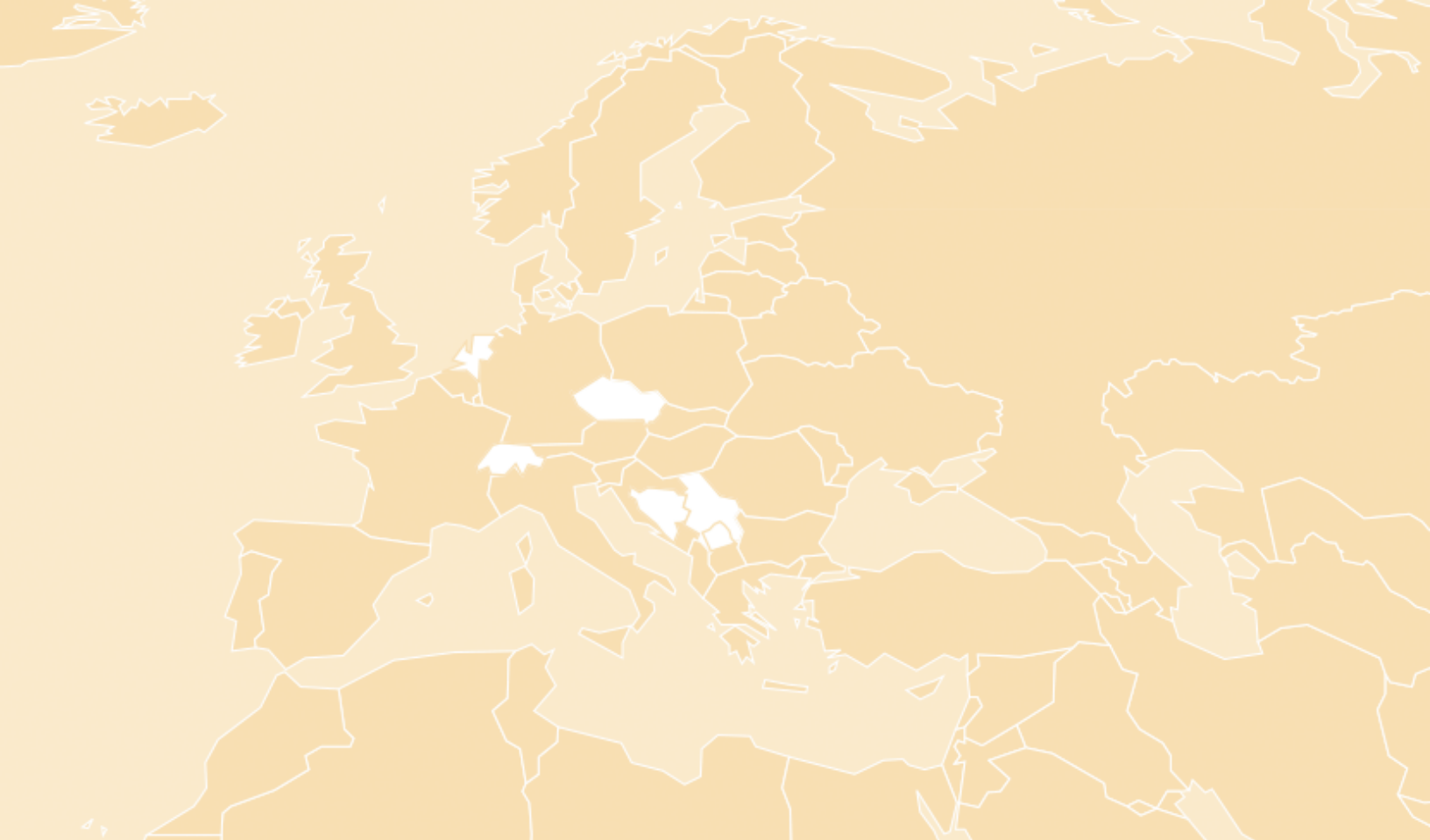
Prerequisites None

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Ho Chi Minh City, Hanoi, or another approved location appropriate to the project. **Sample topic areas:** small and medium entrepreneurship; gender roles in Vietnamese society; the impact of migration on urban life; heritage site management and conservation; craft villages in transition; Vietnamese culinary arts; microcredit projects; poverty reduction and hunger eradication; Vietnamese culture viewed through the media, literature, or popular music; public health; memory of the French and American wars; education and mysticism in a modern socialist society.





EUROPE

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Czech Republic

Arts and Social Change

Create, analyze, and contextualize art in Prague. Study with a dynamic community of visual, performing, and literary artists.

Coursework

Czech History, Arts, and Civil Society I EURO 3000 / 3 credits / 45 class hours

The course examines Czech history, society, and national identity through visual and performing arts, film, and literature. The course is built around the rich intersection of arts, politics, and social change in Czech history and includes required readings and lectures, film screenings, performances, and site visits.

Course topics typically include:

Czech History, Politics, and Society

The First Republic; the legacy of the Munich agreement; the 1968 Prague Spring and 1970s Normalization period; Vaclav Havel and Charter 77; the secret police; the 1989 Velvet Revolution; social legacies of communism.

Czech Arts, Society, and Dissent

Readings in Czech literature; the Sovietization of Czech culture and society; cultural resurgence of the 1960s; dialectic of art and politics under communism; how theater staged the Revolution; the creative legacy of underground culture and dissent.

Educational Excursions

Excursions explore art and contemporary society in the Czech Republic and its neighboring Slavic countries. Students undertake a four-day regional stay with nongovernmental organizations (NGOs) in Moravia or Bohemia and visit the UNESCO-protected town of Český Krumlov. A longer excursion to Krakow, Poland, and the mountain region of Central Slovakia allows a comparative view of cultural projects in post-socialist Europe. The program also includes a stop at arts venues in the former north Sudetenland and Dresden.

Students enroll in either Czech History, Arts, and Civil Society II **or** Arts Studio. **All other courses are mandatory.**

Czech History, Arts, and Civil Society II: Creativity in Context

EURO/ARTS 3005 / 3 credits / 45 class hours
This course is an analysis of the development of

democracy and civil society following the end of communism. Emphasis is on the nexus of contemporary society, arts, and civic initiatives through personal interviews with artists and civic leaders about the social legacy of communism. It includes readings and roundtable discussions as well as site visits to NGOs and arts centers. The course runs parallel to Czech History, Arts, and Civil Society I.

Course topics typically include:

Democracy and Civil Society

Civil society and the arts: definitions, principles, and frameworks; the origins and character of totalitarianism; creation and structure of NGOs in a post-communist society; individual and collective civic creativity.

Arts, Creativity, and Social Change

Creative civic initiatives for human and civil rights; Czech humanitarian initiatives abroad; multiculturalism in historical context; theater and social change.

Arts Studio

ARTS 2000/3000 / 3 credits / 45 class hours
A course geared toward students in the visual and performing arts or literature, requiring independent work in the visual arts, photography, dance, or creative writing. Students work with professional artists, writers, and dance instructors. The course runs parallel to Czech History, Arts, and Civil Society I.

Intensive Language Study: Czech

CZEC 1000 / 3 credits / 45 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction; introduction to basic concepts and principles of Czech grammar.

Arts Field Study Seminar

ANTH 3500 / 3 credits / 45 class hours
A required course in qualitative research methods focused on learning across cultures. Topics include cross-cultural adaptation and skill building, project selection and refinement, field

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Prague

Language Study Czech

Homestay Prague, 8–12 weeks

Rural Visit/Homestay Bohemia or Moravia, 4 days

Other Accommodations Small hotels, private homes, and arts and NGO centers

Independent Study Project 4 weeks

Prerequisites For visual arts, photography, and dance studio work, background in the area of study is required. Students enrolling in creative writing must be majors or minors in writing. For all students, previous survey courses in European history or arts history are recommended, but not required.

study ethics and the World Learning/SIT Human Subjects Review Policy, and observation and interviewing skills.

The course also introduces arts-based research methods (narrative, poetic, dance, and visual forms of inquiry, for example).

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in Prague or in another approved location in the Czech Republic, Poland, or Slovakia. The Independent Study Project may comprise a standard field-based research project, visual or performing arts, or work with an NGO. **Sample topic areas:** alternative theaters in the Czech regions; Czech underground music; the former Sudetenland today; Slovak weaving traditions.



EUROPE

AFRICA, South of the Sahara

NORTH AFRICA / THE MIDDLE EAST

ASIA / THE PACIFIC

EUROPE

LATIN AMERICA

IHP / COMPARATIVE

The Netherlands

International Perspectives on Sexuality and Gender

Examine the history, cultural norms, and political structures that help shape attitudes toward sexuality and gender from Dutch and international perspectives.

Coursework

Program lectures represent a range of disciplines, including sexology, women/gender studies, LGBT studies, ethnic and migrant studies, and anthropology, and include prominent academics, professionals, and activists. Lecturers are drawn from institutions such as the University of Amsterdam (UvA), University of Leiden, the Rutgers/World Population Foundation, and Movisie Netherlands Center for Social Development. Students also attend public lectures at UvA presented by the Amsterdam Research Center for Sexuality and Gender, the George Mosse Foundation, and UvA Pride.

Theory and Application of Feminist, Lesbian, Gay, and Queer Studies

GEND 3000 / 3 credits / 45 class hours

The course presents an interdisciplinary look at selected topics in sexuality and gender. Topics include the LGBT (lesbian, gay, bisexual, and transgender) movements, feminism in the Netherlands, sex education, sex work, marriage rights, and transgender issues. Coursework includes a guest lecture series where researchers, practitioners, and activists provide a broad range of perspectives on sexuality and gender in Dutch and international contexts.

Migration, Gender, and Sexuality

GEND 3005 / 3 credits / 45 class hours

The course examines gender and sexuality in the context of transnational subjectivities in the Netherlands, focusing primarily on the more recent Islamic migrant communities from Turkey and Morocco. The course explores how issues of gender and sexuality impact the migrant experience; the perception of these migrant communities by mainstream Dutch society; and Dutch political and everyday discourse on immigration and assimilation. During a two-week excursion to Morocco, students study the interaction between Islam, gender relations, and sexuality from the context of one of the primary migrant-sending nations.

Educational Excursions

Local excursions include visits to the Rutgers World Population Foundation, the Dutch expertise center on sexuality and home to the largest archive dedicated to social-sexual research; the HIVOS foundation; Atria Institute for Emancipation and Women's History; International Gay and Lesbian Information Center and Archive at the Amsterdam Public Library; and other organizations working in the field of sexuality and gender. A two-week excursion to Morocco provides students with the opportunity to explore issues of Islam, gender, and sexuality in a modern Islamic nation. Students also learn about the role of sexuality and religion in the construction of identities in both the Netherlands and Morocco.

Introduction to Dutch Language

DUTC 1000 / 3 credits / 45 class hours

Emphasis on working knowledge of Dutch related to sexuality, gender, cross-cultural adaptations, and skills building. For example, students read a Dutch children's book on sexuality while also learning vocabulary and basic grammar. Students are placed in beginning classes.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides students with the conceptual and empirical tools for conducting field research in the Netherlands. Course content includes research methodology and ethics; topic selection and refinement; appropriate methodologies; field study ethics; the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; and gathering, organizing, and communicating data. A cornerstone of the course is the oral history module, in which students learn how to collect personal narratives and process gathered data. This course component is especially useful for students incorporating life stories into their Independent Study Project. In addition, each student engages in a community volunteer experience with a local organization throughout the course.



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Amsterdam

Language Study Dutch

Homestay Amsterdam, 12 weeks

Other Accommodations Hostels and modest hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework or other preparation in sexuality and/or gender studies, as assessed by SIT.

Sample projects include volunteering with an international reproductive rights foundation or an African Caribbean sexual health organization.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Amsterdam or another approved location appropriate to the project. **Sample topic areas:** negotiating Christianity and homosexuality; reproductive rights advocacy; queer spaces in Amsterdam; oral histories of female farmers; HIV risk factors and Muslim youth; multicultural approaches to sex education; Dutch-Moroccan women's conceptions of lingerie.

Serbia, Bosnia, and Kosovo

Peace and Conflict Studies in the Balkans

Gain firsthand knowledge of peacebuilding, post-conflict transformation, and initiatives for human rights.

Coursework

Lecturers are drawn from academic institutions such as the Faculty of Media and Communications at Singidunum University in Belgrade; University of Belgrade; Islamic Faculty in Sarajevo; the Center for Interdisciplinary Studies, University of Sarajevo; University of Prishtina; and local organizations such as the Center for Peacebuilding in Sanski Most (Bosnia-Herzegovina), the Youth Initiative for Human Rights (Serbia, Bosnia, and Kosovo), and Humanitarian Law Center (Serbia and Kosovo).

The Breakup of Yugoslavia and the Wars of the 1990s

PEAC 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational site visits. The course introduces students to the important theoretical frameworks needed to examine the breakup of Yugoslavia and post-conflict transformation in the Balkans. Main frameworks include: peacebuilding/conflict transformation, transitional justice, and memory studies.

The course gives an introduction to the first kingdom of Yugoslavs and the creation of the Socialist Federalist Republic of Yugoslavia after World War II, and then examines the debates among scholars as to the reasons for the breakup of Yugoslavia. Students consider the rise of ethno-nationalism in the 1990s and the transition from socialism that overlapped with processes of war and conflict.

Peace and Conflict Studies in Serbia, Bosnia-Herzegovina, and Kosovo

PEAC 3005 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. The course examines the aftermath of conflict and current efforts for post-conflict transformation in the Balkans.

Course topics typically include:

Serbia after Milosevic

Introduction to Serbia in the 1990s: the legacies of war crimes, NATO bombing, sanctions,

and hyperinflation; political and social changes in Serbia after the fall of Milosevic; civil society and political activism; transitional justice and dealing with the past; responsibility as a political category; LGBT and queer activism in Belgrade.

Kosovo: A Look from Serbia and from Kosovo

Serbian and Albanian points of view of Kosovo after the war; majority-minority relations in Kosovo; the role of international intervention in Kosovo; Kosovo's declaration of independence: challenges of state building.

Bosnia-Herzegovina Post-Dayton

Postwar politics in Bosnia-Herzegovina (BiH): the legacy of war crimes and ethnic cleansing; the challenges of peacebuilding, justice, and reconciliation; role of the international community in postwar BiH; Islam in Bosnia and Southeast Europe.

Peace and Conflict: Theory and Practice in the Balkans

Comparative analysis, synthesis, and discussion; analyzing the presence of the Yugoslav past in the post-Yugoslav successor states; memory and denial; role of the international community; EU accession and enlargement processes.

Educational Excursions

The program incorporates educational excursions within Serbia and to Bosnia-Herzegovina and Kosovo. Excursion sites may include Novi Sad, Sarajevo, Banja Luka, Sanski Most, Mostar, Srebrenica, Prishtina, Gracanica, and Prizren.

Intensive Language Study: Serbian I-III

SERB 1000-3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Introduction to the Cyrillic script. Students are placed in beginning or intermediate classes based on in-country evaluation.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides theoretical and practical tools for conducting field research in the



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Belgrade

Language Study Serbian/Bosnian/Croatian

Homestay Belgrade, 7-11 weeks

Other Accommodations Guest houses or small hotels

Independent Study Project 4 weeks

Prerequisites None

Balkans. In particular, it provides the means to identify and carry out an independent, four-week, field-based research topic. Emphasis is placed on grappling with methodological and ethical challenges in learning and researching issues related to peace and conflict studies in the context of the Balkans.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location appropriate to the project in Serbia, Bosnia-Herzegovina, or Kosovo. **Sample topic areas:** Islam in Bosnia-Herzegovina and in Kosovo; youth perceptions of the International Criminal Tribunal for the former Yugoslavia (ICTY); human rights and LGBT activism in Serbia; dealing with the past; street art in Belgrade; Turbofolk music in Sarajevo.

Possible Community Volunteer Experience

Students may have the opportunity to pursue community volunteer experiences that allow them to take more active roles in the issues they are researching. **Sample community volunteer experiences:** Center for Peacebuilding in Sanski Most; Youth Initiative for Human Rights; Kosovo 2.0 magazine.

Switzerland

Global Health and Development Policy

Examine models of health systems and development policy in Geneva and the surrounding region, the world's capital for international organizations dedicated to public health, social justice, and sustainable development.

Coursework

Lecturers for this program are drawn from institutions such as the World Health Organization; International Organization on Migration; Joint United Nations Programme on HIV/AIDS; various nongovernmental organizations (NGOs); and university hospitals in Geneva and Morocco.

Perspectives on Global Health

IPBH 3000 / 3 credits / 45 class hours

The course examines the main components and current issues in the international public health arena, drawing on knowledge and perspectives from multiple disciplines including epidemiology, pharmacology, social sciences, and medicine. Principle concepts of public health are reviewed. Students explore diverse health systems through which disparities in health services and disease are illustrated in an international context. Improvements in global health and relevant modes of intervention are explored through the examination of current and emerging topics, including health in migrant populations, mental health, epidemics management, access to medicine, and health security. This course is interrelated with the other courses of the program, ensuring a dynamic and holistic approach to the study of global health and development.

Development Policy and Health

IPBH 3005 / 3 credits / 45 class hours

This course explores the relationship between public health and international development. Beginning with the evolution of standard theories to modern concepts of development, the course explores how public health and development are interrelated and interdependent. In particular, the course examines the major determinants of health and the corresponding responses to health issues in developing countries as well as the impact of local and international policies on health in developing countries. The course also studies critical issues within the health-development nexus, including water, sanitation, and nutrition.

Educational Excursions

During excursions to Bern, Switzerland, and Rabat, Morocco, and field studies in Geneva and the surrounding region, students visit leading regional, national, and international institutions and meet with staff who address the complex issues of health and development. During excursions, students are exposed to various facets of culture in French-speaking Switzerland and discover the rich culture of Morocco.

Intensive Language Study: French

FREN 1000–3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in small, intensive classes based on in-country evaluation, including oral proficiency testing.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides the theoretical, conceptual, and practical tools for conducting field research in Switzerland and Morocco. Students learn about research methods and ethics, particularly in an intercultural context. Several field experiences in Geneva and Morocco allow students to apply and use the concepts learned in class. Students strengthen interactive research skills and methods, conduct background research, develop contacts, improve skills in observation and interviewing, gather data, and maintain a fieldwork journal. Material includes field study ethics and the World Learning/SIT Human Subjects Review Policy; the ethical implications and consequences of observations, interviews, and field research are examined and discussed throughout. The concepts and skills developed in the course underlie and reinforce all other program requirements and link directly to the Independent Study Project. Students may also take part in the program's Embark for Excellence initiative by carrying out a two- to three-week part-time community volunteer experience with an NGO in Geneva.



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Nyon/Geneva

Language Study French

Homestay Communities around Nyon, 12 weeks

Other Accommodations Homestay in Morocco

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in development studies; public health; or the social, economic, and political sciences, as assessed by SIT. Prior French language study not required.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Geneva/Nyon or another approved location in Switzerland appropriate to the project. **Sample topic areas:** development and health in complex emergencies; mental health in migrant populations; migration and health; harm reduction; the healthcare sector in humanitarian relief; international, national, and regional responses to epidemics and pandemics; nutrition and health; maternal health; water and health; Millennium Development Goals.

Switzerland

International Studies and Multilateral Diplomacy

Examine intergovernmental, supranational, and regional organizations' strategies for and responses to current challenges in the international system.

Coursework

International Relations and Multilateral Diplomacy

INTS 3000 / 3 credits / 45 class hours

This course evaluates the evolving role of diplomacy in contemporary international relations. It examines traditional and nontraditional approaches to diplomacy, taking into consideration the strategies of both state and non-state actors and international and regional organizations. A major emphasis is put on the position of the UN system and the European Union in a multilateral diplomatic perspective. This course provides an in-depth examination of the changing nature of diplomacy. It considers the impact of the profound shifts in the concept of diplomacy affecting the contemporary international system and evaluates how the practice of diplomacy can be adapted to global, regional, and local levels. The course also examines the approaches of economic, environmental, and humanitarian diplomacy.

Lectures, exercises, and assignments of the course focus on the following main themes: diplomacy in the twenty-first century; the UN system and multilateral diplomacy; the EU as an actor in diplomacy; humanitarian diplomacy; environmental diplomacy; economic diplomacy.

International Security, Peace, and Stability

INTS 3005 / 3 credits / 45 class hours

The course addresses the evolving international security environment within an interdisciplinary framework. Based on a comprehensive and multi-dimensional security approach, the course seeks to facilitate a holistic understanding of evolving international security challenges. The course examines conflict prevention strategies, geopolitics of natural resources and non-state actors in conflict zones, and security sector reform. This course provides a thorough background in international security studies. The multidimensional security approach takes into account politico-military security and human security, as well as the links between international stability and sound economic and sustainable

development. It not only addresses national security strategies but also the roles of intergovernmental and regional organizations as well as nongovernmental agencies to help prevent and manage conflict and build peace.

Lectures, exercises, and assignments of the course focus on the following main themes: international security cooperation; state and non-state actors' strategies; geopolitics of natural resources; human security; security sector reform.

Educational Excursions

A five-day excursion to Paris and Brussels provides opportunities for students to visit leading national, supranational, and international institutions and meet with staff who are wrestling with difficult issues of international security and development. Students attend briefings organized by French and Belgian research institutes and European experts and institutions.

Intensive Language Study: French

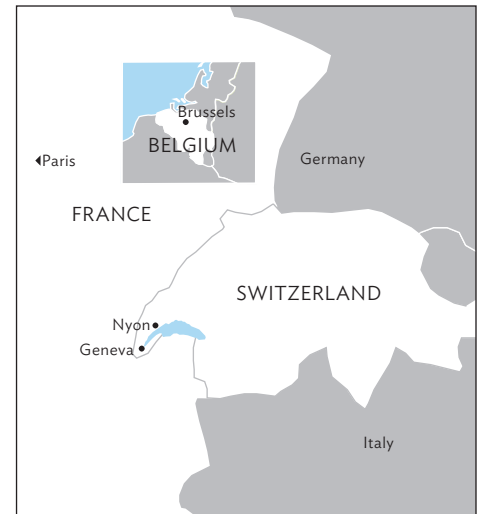
FREN 1000–3000 / 3 credits / 45 class hours

Emphasis on speaking and comprehension skills through classroom instruction to provide broader access into the host culture and enable participation in daily social life. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

The course provides the theoretical, conceptual, and practical tools for conducting field research in Switzerland. Emphasis is placed on grappling with cultural differences and on recording, interpreting, and analyzing information from primary sources. The focus is to strengthen interactive research skills and methods, in both traditional and nontraditional ways: exploring cultural and professional environments, conducting background research, developing contacts and finding resources, developing skills in observation and interviewing, applying field study ethics, and gathering and organizing



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Geneva

Language Study French

Homestay Villages around Nyon, 14 weeks

Other Accommodations Hostels or small hotels during study trips

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in international studies or a related academic discipline such as political science or prelaw, as assessed by SIT.

data. The concepts and skills developed in the course underlie and reinforce all other program requirements. The ethical implications and consequences of field research are examined throughout.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Geneva. **Sample topic areas:** roles of international agencies in developing countries; peacebuilding and nation building; new approaches to security; human rights and international humanitarian law; migrations, refugees, and internally displaced persons; aid in complex emergencies; economic diplomacy.



LATIN AMERICA

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Argentina

Public Health in Urban Environments

Examine the realities of public health policy, the challenges of urban epidemiology, and the issues of healthcare equity in Buenos Aires—one of Latin America's largest cities.

Coursework

Lecturers are drawn from universities such as ISALUD University, Arturo Jauretche National University (AJNU), National University of Buenos Aires (UBA), National University of Tucumán (UNT), Aconcagua University in Mendoza, and research centers such as the Center for Population Studies (CENEP) and the Center for the Study of State and Society (CEDES), as well as hospitals and health ministries.

Health Systems, Policies, and Programs

IPBH 3005 / 3 credits / 45 class hours

In this seminar, students explore the emergence of healthcare systems and policies within Argentina's broader social, political, and economic history. Students examine healthcare at different scales of analysis, comparing and contrasting national, provincial, and local health systems as well as private, public, and socialized healthcare throughout the country. Students investigate firsthand the disparities of health and equity as they research alternative policies designed to reduce inequality. All coursework is conducted in Spanish.

Epidemiology and Social Determinants of Health

IPBH 3000 / 3 credits / 45 class hours

This interdisciplinary seminar focuses on Argentina's epidemiological profile. Students explore the relationship between urban environments and the health of city residents. While recent public health sector achievements have improved the living conditions of many urban dwellers, great inequalities and inequities in health still exist. Through readings, lectures, and educational site visits, students critically analyze contemporary health challenges as they relate to epidemiology and social determinants of health. All coursework is conducted in Spanish.

Educational Excursions

The program typically includes field excursions within the area of the city of Buenos Aires and municipalities in the Buenos Aires province, as well as a one-week stay in Tucumán and Mendoza provinces. In each location, course

sessions and educational visits are delivered by local faculty, health practitioners, government officials, and local community groups.

Intensive Language Study: Spanish for the Health Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional health science literature as they learn the formal terms and local expressions needed to discuss health policy issues, to conduct field research, and to interact in settings related to the program themes (such as clinics, community associations, government offices, and so on). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for health-related research. They examine the ethical issues surrounding field research related to health issues and medicine and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Buenos Aires

Language Study Spanish

Homestay Buenos Aires, 12 weeks

Other Accommodations Small hotels and hostels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in health sciences, political science, anthropology, sociology, or development studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework and assignments in Spanish, as assessed by SIT.

parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** grassroots advocacy and healthcare services; AIDS policy and care; public health consequences of environmental contamination; gender and reproductive rights; challenges to achieving the UN Millennium Development Goals in Argentina; healthcare among immigrant populations.

Argentina

Regional Integration, Development, and Social Change

Examine the social and economic development strategies of South America's Southern Cone countries—Argentina, Brazil, Uruguay, and Paraguay.

Coursework

Lecturers are drawn from institutions such as the Institute for Social and Economic Development (Argentina) and the University of Rosario (Argentina).

Development and Social Change

LACB 3005 / 3 credits / 45 class hours

In this seminar, students explore theories of development and models of social change from an interdisciplinary perspective. An emphasis is placed on comparing Argentina, Paraguay, Uruguay, and Brazil. In particular, students examine the expansion of the soy model in the region, studying its benefits and potential risks in economic, environmental, and human arenas. Throughout the seminar, students are also inquiring into marginalized and at-risk populations as they are affected by these development strategies (for example, unemployed workers, migrant groups, indigenous communities, and women). All coursework is conducted in Spanish.

Regional Integration

LACB 3000 / 3 credits / 45 class hours

This course provides students with a general overview of the integration process in the MERCOSUR (Mercado Común del Cono Sur) region. Students analyze the primary social, economic, and political challenges associated with the integration efforts of MERCOSUR countries and examine the role of the different institutions and actors involved. This course is carried out in three different locations: Buenos Aires; Porto Alegre, Brazil; and Montevideo, Uruguay. All coursework is conducted in Spanish.

Educational Excursions

The program typically includes educational visits in and outside the city of Buenos Aires, as well as an excursion to Asunción, Paraguay. Students also travel to Montevideo, Uruguay, to visit the MERCOSUR headquarters and to Porto Alegre, Brazil, where Brazil's leading role within MERCOSUR is discussed. In each location, course sessions and educational visits are delivered by local faculty, development practitioners, government officials, and local community and labor groups.

Intensive Language Study: Spanish for Social Sciences and Development

SPAN 2000–3000 / 3 credits / 45 class hours

This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn both formal terms and local expressions needed to discuss development issues, to conduct field research, and to interact in settings related to the program themes (such as nongovernmental organizations, grassroots associations, and so on). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Buenos Aires

Language Study Spanish

Homestay Buenos Aires, 12 weeks

Other Accommodations Small hotels and hostels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in sociology, political science, economics, or development studies, as assessed by SIT. Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework and assignments in Spanish, as assessed by SIT.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** bilateral government-owned development projects; immigration policy changes; development of corporate social responsibility; women's political participation; changes in political participation; eliminating child labor; sustainability of agricultural export production; gender issues.

LATIN AMERICA



Argentina

Social Movements and Human Rights

Study Argentina's diverse social movements and the country's history of struggle to guarantee its diverse populations' human rights.

Coursework

Lecturers are drawn from institutions such as the Center for the Study of State and Society (CEDES) and the National University of Salta.

History and Human Rights in Argentina

LACB 3005 / 3 credits / 45 class hours

This course introduces students to Argentina's long struggle to guarantee its diverse populations' human rights, defined broadly to include cultural, civil, political, and other rights. Students study the history of Argentina's dictatorship, state terrorism, and the Dirty War, focusing on the rampant abuses of human rights and the case of Argentina's *desaparecidos* (the disappeared). They then examine the present International System of Human Rights Protection and the use of legislation as a tool for social transformation as human rights issues are continually redefined in Argentina. Students also analyze the themes of memory and memorialization. All coursework is conducted in Spanish.

Social Movements and Human Rights in Argentina

LACB 3000 / 3 credits / 45 class hours

In this second seminar, students focus on social movements that have emerged as Argentines demand human rights and protest a range of sociopolitical inequities and injustices. Students analyze social movements from the 1990s to the present, focusing on both political and social contexts, and asking who has been included or excluded from these efforts. They consider the challenges faced by these movements at the local, national, and international levels. The course includes both a theoretical component and case studies that allow students to apply the concepts to actual issues. By the end of the seminar, students are able to identify and analyze the ways in which Argentine scholars address and frame questions of human rights and social justice and to assess new models of community-based social, political, and economic organization. All coursework is conducted in Spanish.

Educational Excursions

As a part of both seminars, students travel to northwestern Argentina and the Bolivian border, as well as to Patagonia, where they spend time in Bariloche and take part in a rural homestay in a Mapuche indigenous community. Both excursions emphasize various social struggles in relation to gender, peasant, indigenous, and environmental rights. At each site, lectures are delivered by university faculty, development and human rights practitioners, government officials, and local development workers.

Intensive Language Study: Spanish for Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn the terms and expressions needed to discuss human rights and social movement issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to human rights and other program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Buenos Aires

Language Study Spanish

Homestay Buenos Aires, 6 weeks

Rural Visits/Homestays Peasant community in the north of Argentina and an indigenous community in the south

Other Accommodations Small hotels and hostels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in social work, political economy, development studies, or Latin American studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** labor rights; rights of migrants; issues of identity; women's rights; LGBTQ rights; indigenous rights and community; the memory and memorialization; art as a tool for social transformation; children's rights.

LATIN AMERICA



AFRICA, South of the Sahara

NORTH AFRICA / THE MIDDLE EAST

ASIA / THE PACIFIC

EUROPE

LATIN AMERICA

IHP / COMPARATIVE

Bolivia

Multiculturalism, Globalization, and Social Change

Explore how concepts of development and cultural identity are being creatively redefined in Bolivia, a country with 36 ethnic groups and the first indigenous president in South America.

Coursework

The program draws lecturers from a wide range of sites. Lecturers include intellectuals from institutions such as the Democracy Center, Centro de Estudios Superiores Universitarios at the Universidad Mayor de San Simón, as well as leaders of social movements and local nongovernmental organizations such as Mujeres Creando and the Andean Information Network.

Historical and Contemporary Social Change in Bolivia

LACB 3000 / 3 credits / 45 class hours

Bolivia boasts some of the most well-organized social movements in Latin America. This interdisciplinary course allows students to examine the history of decolonization and contemporary struggles. Topics include indigenous resistance to colonization; the 1952 revolution and agrarian reform; the 2000 water and 2003 gas rebellions; Bolivian feminist movements. Students examine a range of movements calling for social change and consider how these efforts overlap, diverge, and collectively say something about Bolivia's future trajectory. All coursework is conducted in Spanish.

Multiculturalism and Globalization in Bolivia

LACB 3005 / 3 credits / 45 class hours

In the second seminar, students inquire into the interplay between multiculturalism/pluralism and globalization. With 36 ethnic groups and the largest indigenous population in Latin America, Bolivia provides a unique site in which to consider these issues. Students examine Andean and Amazonian worldviews and ask how indigenous communities are reclaiming their cultural identities as they creatively respond to the pressures of an increasingly globalized world through grassroots movements. All coursework is conducted in Spanish.

Educational Excursions

In order to study the program themes from multiple angles and interact with a range of indigenous groups, students spend extensive time outside Cochabamba. They travel to the tropical lowlands; the Andes altiplano; and El Alto,

the largest indigenous city in Latin America. Frequent locations incorporated into the program include La Paz, Lake Titicaca, Tiwanaku, and Santa Cruz, although specific sites vary from semester to semester.

Intensive Language Study: Spanish for the Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They read a wide range of intellectual work as they learn the formal terms and local expressions needed to conduct field research, to discuss sociocultural issues, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency. Advanced students have the option of studying Bolivian literature or Quechua in lieu of Spanish.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project in traditional and nontraditional formats. Through lectures, readings, and field activities, students study and practice a range of methods. They examine the ethical issues surrounding field research and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program's themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted at any approved and appropriate location in Bolivia, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Cochabamba

Language Study Spanish, plus Quechua

Homestay Cochabamba, 6 weeks

Rural Visit/Homestay 5 days with either Aymara families on the shores of Lake Titicaca or with Quechua families in the Cochabamba Valley

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

learning from the various components of the program and culminates in a final presentation and formal research paper. In Bolivia, students have the unique option of producing a documentary film or writing and publishing a trilingual (Quechua/Spanish/English) children's book on a topic of their choice as a part of the research experience. **Sample topic areas:** Past students have developed children's books focused on ethno-development and cultural change and the struggle over land rights in indigenous communities; films focused on migration and family survival strategies and the effects of global warming on glaciers in the Andes; and miscellaneous projects focused on the role of women in civil society, the integration of traditional and Western medicine, and the application of educational reform.

Brazil

Amazon Resource Management and Human Ecology

Explore natural resource management and human ecology in diverse settings across the Amazon River Basin.

Coursework

Lecturers are drawn from local institutions located in Belém, Santarém, and other program sites including Universidade Federal do Pará (UFPA), the Instituto Nacional de Pesquisas da Amazônia (INPA), and the Instituto do Homem e do Meio Ambiente na Amazônia (Imazon), among others.

Natural and Human Ecology in the Amazon

ENVI 3005 / 3 credits / 45 hours

An interdisciplinary course conducted in English and Portuguese (interpretation provided), this seminar surveys the principle ecosystems of the Brazilian Amazon and the human populations that impact the natural resource base in the region. Students conduct field exercises in diverse ecosystems, from coastal mangroves to the Terra Firme dry land forests in the interior of the Amazon. Course topics typically include a historical overview; the realities of diverse inhabitants of the region; biophysical geography and regional ecosystems; and forest fragmentation and succession dynamics. Students analyze the relationship between the human and natural components of the Amazon region.

Resource Management and Socio-environmental Conflicts in the Amazon

ENVI 3000 / 3 credits / 45 hours

In this seminar, students examine the current environmental conflicts of the Brazilian Amazon. Course topics typically include economics of tropical deforestation, conservation units, government policies, roles of nongovernmental organizations, international perspectives, environmental economics, agriculture and agribusiness, agroforestry, resource extraction, hydroelectricity and energy production, non-timber forest products, ecotourism, land distribution and conflicts, and the Landless Workers Movement (MST). The course includes lectures in English and Portuguese (interpretation provided) and emphasizes direct field exercises.

Educational Excursions

Excursion sites may vary according to semester logistics and site conditions, but students on this program generally visit Curuçá, Zona Bragantina, the Trombetas River system, Juruti, Santarém, Altamira, Tucuruí, Jacundá, Marabá, and Parauapebas to visit NGOs, listen to lectures, and conduct a range of field activities. Students also visit a rural caboclo community to learn how the community maintains its livelihood from traditional resource extraction.

Intensive Language Study: Portuguese for the Natural Sciences

PORT 1000–3000 / 3 credits / 45 hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They begin to read professional scientific literature as they learn the formal terms and local expressions needed to discuss environmental issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice both qualitative and quantitative methods related to environmental data collection and analysis. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program's environmental themes. This course is conducted in English and Portuguese (with interpretation).

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Belém

Language Study Portuguese

Homestay Belém, 4 weeks

Rural Visits/Homestays Caboclo community, 3–4 days; Colonos community, usually with Landless Workers Movement (MST), 3–4 days

Other Accommodations Small hotels and a short stay on a riverboat

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other preparation in environmental studies, ecology, development studies, or other related fields is strongly recommended but not required. Although there is no language prerequisite, a background in Portuguese, Spanish, or another Romance language is recommended.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Belém or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** land use; water management, aquaculture, and fishing; agroecology; environmental policy; mining; alternative energy resources; alternative farming practices; ecotourism; informal market economics; waste management; management of conservation units; sustainable hunting practices.



Brazil

Public Health, Race, and Human Rights

Investigate healthcare realities, policy, and delivery systems among disadvantaged groups in the Brazilian state of Bahia.

LATIN AMERICA



Coursework

Lecturers typically include physicians and nurses; government health officials; sociologists, anthropologists, and professionals at multilateral agencies; and Candomblé healers.

Public Health and Race in Brazil

IPBH 3000 / 3 credits / 45 class hours

The course focuses on public healthcare issues as well as community welfare policies and realities. Students examine the Brazilian national healthcare system along with alternative healthcare practices, focusing more specifically on the northeast region of Brazil. Students observe first-hand the functioning of the healthcare system at the local level. They critically engage the Brazilian model for public health, the Sistema Único de Saúde, and analyze key Brazilian national health programs.

Students also study health concepts and practices used by Afro-Brazilian groups, considering the connection between healing and spiritual beliefs and examining how this plays out in alternative treatments for a range of illnesses including psychiatric/mental health issues. Finally, students explore issues of economics and access as they relate to both state-sponsored and alternative methods of health treatment. This course is conducted in English and Portuguese (with interpretation).

Human Rights and Healthcare in Brazil

IPBH 3005 / 3 credits / 45 class hours

The United Nations decrees that quality healthcare is a human right. In this seminar, students examine how access to this right is gained or not gained among diverse Brazilian populations, focusing in particular on the African descendant population and indigenous people as two of the nation's most clearly marginalized groups. After studying racial, religious, and regional diversity in Brazil, students explore how social determinants affect the health of Brazil's diverse populace. They examine Brazil's health profile and learn how to analyze the economic, structural, and ideological determinants of public health planning and practices in Brazil. The course is conducted in English and Portuguese (with interpretation).

Educational Excursions

Destinations include Ilha de Maré, where students visit a quilombo community. Short trips may include visits to public health services at the federal, state, and municipal levels; visits to health centers in rural areas; and visits to Afro-Brazilian religious centers. The program has four rural visits, in Cachoeira, Ilha de Maré, Ilhéus, and Remanso (Lençóis).

Intensive Language Study: Portuguese for the Health Sciences

PORT 1000–3000 / 3 credits / 45 class hours

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They learn the terms and expressions needed to conduct field research, to discuss health-related topics, and to interact in settings connected to the program's themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for health-related research. They examine the ethical issues surrounding field research related to health issues and medicine and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. The course is conducted in English and Portuguese (with interpretation).

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Salvador

Language Study Portuguese

Homestay Salvador, 7 weeks

Rural Visits/Homestays Ilha de Maré, 1 day; Cachoeira, 4 days; Ilhéus, 7 days; Lençóis/Remanso, 7 days

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 3–4 weeks

Prerequisites None, although a background in Portuguese, Spanish, or another Romance language is highly recommended.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Salvador, elsewhere in the state of Bahia, or in another approved location in the Brazilian northeast appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** the health of adolescent mothers and their offspring; Afro-Brazilian health issues; factors affecting well-being in a quilombo community; healing in the Candomblé tradition; drug and alcohol rehabilitation programs in Salvador and rural areas; Brazilian AIDS policy; empowerment of women.

Brazil

Social Justice and Sustainable Development

Examine the vast human and environmental challenges confronting northeast Brazil's populations and the impact of social inequities on economic growth.

Coursework

Lecturers are drawn from institutions such as the Instituto Brasil/Estados Unidos/Ceará, the State University of Bahia, and the Federal University of Ceará.

Social Justice and Public Policy in Brazil

LACB 3000 / 3 credits / 45 class hours

This core seminar invites students to examine the social, political, and economic forces shaping development patterns in northeastern Brazil. Students explore the political history of the region, analyzing social movements and the structural roots of poverty. They then consider the area's economic history and contemporary realities, studying land tenure issues, the impact of urbanization and the favelas, the plight of street children, and the Landless Workers' Movement. A final cluster of lectures introduces students to the African diaspora in northeastern Brazil. This interdisciplinary seminar is conducted in English and Portuguese (with interpretation).

Race, Gender, and Sustainable Development in Brazil

LACB 3005 / 3 credits / 45 class hours

In the second seminar, students explore the historical and present struggles of Afro-Brazilians in much more depth, paying particular attention to issues of gender and sustainability. Through lectures, site visits, and discussions, students analyze communities' efforts to dismantle a complex and violent system of discriminatory and exclusionary practices. Particular attention is dedicated to the historical construction of Afro-descendant identity, the influence of Afro-descendant social and political movements, and recent governmental affirmative action initiatives to address racial discrimination and exclusion. Emphasis is also placed on efforts to achieve sustainable human relationships, and students inquire into women's role in these processes.

Educational Excursions

Through educational excursions within the state of Ceará, students learn about northeastern Brazil's diverse urban and rural communities and compare regional responses to social injustice.

Excursion sites typically include one other location in the northeast of Brazil such as Recife, Salvador, Amapá, or São Luis. Students also visit a rural settlement to learn about agrarian reform laws and struggles for more democratic structures of land tenure.

Intensive Language Study: Portuguese for Social and Development Studies

PORT 1000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn the formal terms and local expressions needed to discuss social issues, to conduct field research, and to interact in settings related to the program themes (such as clinics, community associations, government offices, and so on). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency. Special arrangements are available for advanced speakers of Portuguese.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of social science methods appropriate for researching the program's main themes. They examine the ethical issues surrounding field research related to social justice and sustainable development concerns and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. Coursework is conducted in English and Portuguese (with interpretation).

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Fortaleza

Language Study Portuguese

Homestay Fortaleza, 7 weeks

Rural Visit/Homestay Landless Workers Movement (MST) community, 2–4 days

Other Accommodations Hostels, private homes, and/or small hotels

Independent Study Project 4 weeks

Prerequisites One semester of Portuguese or two semesters of a college-level Romance language other than Portuguese.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Fortaleza or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** agrarian reform in the state of Ceará and the northeast; urbanization and economic development; urban social movements; aspects of Afro-Brazilian culture; migratory trends and demographic impact; changing role of women; economic and social plight of favela dwellers; culture and racial identity in northeastern Brazil; nongovernmental organizations and community organizations; issues of cultural identity; alternative healing practices; religion and culture; class issues; social action among youth; rights of the elderly.

LATIN AMERICA



AFRICA, South of the Sahara

NORTH AFRICA / THE MIDDLE EAST

ASIA / THE PACIFIC

EUROPE

LATIN AMERICA

IHP / COMPARATIVE

Chile

Comparative Education and Social Change

Study educational policies and pedagogies in Chile and Argentina, exploring the relationship between education, society, and diversity in both countries.

Coursework

Lecturers are drawn from institutions such as Universidad Alberto Hurtado Research Centre, the Chilean Teachers' Federation, and Argentina's Ministry of Education.

Education Quality and Equity: Tensions and Proposals

LACB 3000 / 3 credits / 45 class hours

In this first seminar, students examine the Chilean educational system in the context of global changes. In particular, they study the relationship between education and society in Chile and the current crisis in education. Course topics include educational equity policies and the impact on social indicators; education and human rights: gender, sexuality, religion, and ideology; special education and its challenges; rural education; and university reform. All coursework is conducted in Spanish.

Bilingual Intercultural Education and Popular Education

LACB 3005 / 3 credits / 45 class hours

The second seminar introduces a comparative focus by having students examine both the Chilean and Argentine educational systems. The course focuses on intercultural education, the role of ethnicity and diversity in educational practices, and bilingual education in both nations. Students examine the particular case of Mapuche communities in Chile. As a second major theme, students also consider popular education models, reading Freire and others, relating these models to social movements. In both areas—the intercultural and the popular—students critically examine the tensions among the different actors in the educational system: students, teachers, and the government. Similarly, through both intercultural and popular education themes, students discuss issues of equity, human rights, and educational policies with reference to the current legislative framework. All coursework is conducted in Spanish.

Educational Excursions

The program includes visits to Buenos Aires, Argentina, and Temuco, Chile. There are also

shorter trips to Valparaíso and outlying areas of greater Santiago. Of particular interest is the visit to the Madres de la Plaza de Mayo, the main human rights organization in Argentina, as well as the excursion to Chapod, a Mapuche community in the south of Chile.

Intensive Language Study: Spanish for Social Sciences and Education

SPAN 2000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading educational literature as they learn the formal terms and local expressions needed to discuss educational policy, to conduct field research, and to interact in settings related to the program themes and excursion destinations. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science and educational research methods. They examine the ethical issues surrounding field research related to working with schools, children, and marginalized groups, and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the

LATIN AMERICA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Santiago

Language Study Spanish

Homestays Santiago, 5 weeks; Buenos Aires, 2 weeks

Rural Visit/Homestay Mapuche community, 1 week

Other Accommodations Small hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework in education, Latin American studies, or development studies. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well. **Sample topic areas:** identity issues and intercultural education in rural Mapuche schools; education and cultural identity through children's arts expressions; structural aspects of education; English language practicum; the Penguin revolution and its effects; school reentry in Buenos Aires; ethnicity in child care in slum areas of Buenos Aires; gender roles in schools; national identity in students; human rights; popular education and social change.

Chile

Cultural Identity, Social Justice, and Community Development

Explore Chile's recent political and social history and discover how Chileans are working to reconcile with the past while struggling to create a more equitable and culturally inclusive society.

Coursework

Lecturers are drawn from institutions such as Universidad de Chile, Universidad de Valparaíso, Universidad ARCIS, the HUMANAS feminist organization, and ECO-Comunicaciones. Academic courses are taught at Universidad Santa María in Valparaíso.

Culture and Society in Contemporary Chile

LACB 3000 / 3 credits / 45 class hours

This course introduces students to societal and cultural changes in Chile by reviewing the military dictatorship and the post-dictatorial political order. Students analyze both old and new forms of subjectivity and sociocultural practice, which have emerged as a consequence of and in response to hegemonic political and economic discourses. Students analyze cultural values and antagonisms, considering issues of exclusion and marginalization in terms of class, gender, sexuality, youth, and ethnicity. Students also consider the cultural influence and impact of political violence in the production of subjectivity and culture during the dictatorship. All coursework is conducted in Spanish.

Socioeconomic Development in Chile

LACB 3005 / 3 credits / 45 class hours

Chile has undergone a number of drastic and diverse economic and political changes since the military coup of 1973. After the end of dictatorship in 1989, economic growth and political stability in Chile were hailed by the international business community and economic agencies as a model to follow for the rest of Latin America and the world. In this course, students critically question this process by looking at the impact the Chilean political system and the neoliberal model of economic development have had on the standards of living and quality of life of most Chileans. The course addresses political issues related to human rights violations, the character of the political constitution, labor relations in Chile, and the institutional continuities and discontinuities between dictatorship and democracy. All coursework is conducted in Spanish.

Educational Excursions

The program incorporates short excursions to points of interest in Valparaíso and Santiago. A longer, 13-day excursion focused on Mapuche indigenous people allows students to travel to the region of Araucanía in southern Chile.

Intensive Language Study: Spanish for Social and Cultural Studies

SPAN 2000–4000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading cultural studies literature as they learn the theoretical terms and local expressions needed to discuss sociocultural issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Valparaíso or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic

LATIN AMERICA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Valparaíso

Language Study Spanish

Homestay Valparaíso / Viña del Mar, 7 weeks

Rural Visit/Homestay Mapuche community, 13 days

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework in the social sciences, sociology, anthropology, gender, and/or cultural studies. Three recent semesters of college-level Spanish or the equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** memory and political violence; social movements; gender and sexuality; indigenous beliefs and culture; migration and ethnic minorities; youth culture, political parties, and processes; social class and community; youth culture, art, music, and cultural production.

Chile

Political Systems and Economic Development

Explore the political and economic dynamics shaping 21st-century Chile, investigating how the country has evolved from dictatorship to democracy and evaluating its label as an “economic miracle.”

Coursework

Lecturers are drawn from institutions such as the Universidad de Santiago, Centro de Estudios Nacionales de Desarrollo Alternativo, the Universidad Católica del Norte, and the Universidad de Concepción.

Political Systems and Modern-Day Identities

LACB 3000 / 3 credits / 45 class hours

This interdisciplinary seminar is organized around the claim that Chile has one of the highest standards of democratic governance in Latin America. Students evaluate the veracity of this claim by analyzing the historical roots and current structure of Chile's political system. After studying the historical context and the effects of the dictatorship and Chile's transition to democracy, students examine the current system, questioning the limits of electoral democracy and the authoritarian legacy in the current political and economic model. In particular, they study the influence of formal and informal institutions and the emergence of social movements as they impact Chile's current identity. All coursework is conducted in Spanish.

Economic Development and Social Inequality in Chile

LACB 3005 / 3 credits / 45 class hours

In the second seminar, students focus on Chile's recent economic changes and development. Students examine Chile's “economic miracle” and the consolidation of the Chilean neoliberal economic system. They also study the transnationalization of the Chilean economy. From a critical standpoint, they explore the validity of the country's reputation as a “success story” within Latin America. All coursework is conducted in Spanish.

Educational Excursions

The program includes visits to businesses, human rights organizations, and political institutions in or near the Santiago region, as well as field trips to the world's largest copper-producing region near Antofagasta, and the forestry and energy-producing region near

Concepción. Lectures and discussions are held with local faculty, industrial representatives, labor and community leaders, and government representatives.

Intensive Language Study: Spanish for Social and Economic Studies

SPAN 2000–3000 / 3 credits / 45 class hours

This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading socioeconomic literature as they learn the formal terms and local expressions needed to discuss economics and politics, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Santiago or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal

LATIN AMERICA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Santiago

Language Study Spanish

Homestay Santiago, 5 weeks

Rural Visit/Homestay Valle de Elicura (Mapuche region), 5 days

Other Accommodations Hostels and small hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework in economics, political economy, and/or development studies, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

research paper. **Sample topic areas:** foreign investment and export production; role of shipping and transport in the export-led economic model; Latin American dependency in a new light; gender relations and households in the new global economy; poverty, income distribution, and changing patterns of labor participation; indigenous societies and global capitalism; US foreign policy and the Chilean economic model; media ownership concentration; women's reproductive rights in Chile.

Chile

Public Health, Traditional Medicine, and Community Empowerment

Gain unique insight into healthcare policies, politics, and delivery as well as traditional medicinal practices in Chilean communities.

Coursework

Lecturers are drawn from institutions such as Universidad de Tarapacá, Jorge Basadre University (Peru), the Indigenous Health System in the Putre and Temuco regions, the Nueva Imperial Hospital, public health centers, and national and local government bodies. Additional lecturers include herbalists and intercultural medicine practitioners.

Public Health in Chile

IPBH 3000 / 3 credits / 45 class hours

Through this interdisciplinary seminar, students examine theoretical and practical approaches to healthcare delivery in Chilean communities that include both urban and rural contexts. Students explore the relationship between public health, social justice, and community welfare; reproductive and sexual health; HIV/AIDS; mental health issues; dental health; and differences between national and private health systems. All coursework is conducted in Spanish.

Traditional Medicine and Community Health

IPBH 3005 / 3 credits / 45 class hours

In this second seminar, students learn about traditional healthcare in Chile and analyze the role of these practices in overall community health. The course focuses on the Mapuche and Aymara peoples in particular. Students explore these indigenous conceptualizations of health and healing, the connection between healing and spiritual beliefs, and indigenous cosmologies. They study the practices associated with these understandings, examining approaches to mental health issues and sicknesses of different types. They also analyze issues related to indigenous people's access to healthcare and ask how these traditional practices are viewed in Chilean society. All coursework is conducted in Spanish.

Educational Excursions

Excursions typically include visits to public and private health services throughout Arica and surrounding valleys; a health center serving vulnerable populations in Tacna, Peru; and the rural area of Putre in northern Chile. Longer excursions include

visiting Mapuche communities and health centers in the Mapuche indigenous territory in southern Chile.

Intensive Language Study: Spanish for the Health Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional health science literature as they learn the formal terms and local expressions needed to discuss health policy issues, to conduct field research, and to interact in settings related to the program themes (such as clinics and community health centers). Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for researching health topics. They examine the ethical issues surrounding field research related to public health issues and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to public health, traditional medicine, and community empowerment in Chile. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Arica, Santiago, Valparaíso, Temuco, or other approved locations appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Arica

Language Study Spanish

Homestay Arica, 8 weeks

Rural Visits Arica, Azapa, and Lluta valleys; Putre Province; Temuco region and surrounding villages; Tacna, Peru

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework in public health, development studies, community or social sciences, or other related fields. At least four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well. **Sample topic areas:** women's health; community outreach; drug and alcohol treatment; traditional and intercultural health; Chilean health policy; AIDS treatment promotion and prevention policies; indigenous health practices; epidemiology.

Ecuador

Comparative Ecology and Conservation

Explore tropical ecosystems and the complexities of conservation efforts in Ecuador, one of the most biodiverse countries in the world.

Coursework

Lecturers are drawn from Universidad San Francisco de Quito, the Tiputini Biodiversity Station, the Eco-Minga Foundation, Aves & Conservación Foundation, the Sumak Allpa Foundation, the Fundación Acción Ecológica, and local nongovernmental organizations.

Comparative Tropical Ecology

ENVI 3005 / 3 credits / 45 class hours

Through a comparative approach, students explore the ecology of each of Ecuador's three distinct ecological regions: the Andes, the Amazon, and the Galápagos Islands. In each area, students analyze major plant and animal adaptations, the uses of natural resources, and current environmental issues. During the field trips, students apply biological and ecological techniques such as quadrants and transects, engage in biological monitoring for plants and animals, and learn to conduct population studies, water and soils analysis, and other techniques. As part of the course, students visit several sites, including Galápagos National Park, Los Cedros Cloud Forest Reserve, Yunguilla Community, and La Hesperia Reserve. All coursework is conducted in Spanish.

Conservation and Sustainability Practices in Ecuador

ENVI 3000 / 3 credits / 45 class hours

Conducted in Spanish, the course focuses on the environmental challenges and threats that Ecuador currently faces. In particular, students analyze both private and governmental policies and natural resource management issues in the context of national and global development pressures. Students also analyze specific social and economic concerns related to conservation challenges. Students develop semester-long field-based projects related to a range of conservation and sustainability topics, such as Ecuadorian nongovernmental organizations, alternative energies, and carbon sequestration, among others.

Educational Excursions

Students participate in three weeklong excursions and several day trips throughout the semester to learn about Ecuador's unique ecosystems, flora, and fauna. Students spend time in the Ecuadorian Amazon, in a cloud forest reserve, in the páramo, in the Andean highlands, and on the Galápagos Islands, among other destinations.

Intensive Language Study: Spanish for the Natural Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional scientific literature as they learn the formal terms and local expressions needed to discuss environmental and conservation issues, to conduct field research, and to interact in institutional and community settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students analyze and practice a range of methods appropriate for ecological research including quadrants and transects; biotic sampling; fauna and flora identification; animal behavior; and soil, water, and climate investigation. Students also examine the ethical issues surrounding field research related to ecology and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program's focus on ecology. All coursework is conducted in Spanish.

LATIN AMERICA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Quito

Language Study Spanish

Homestay Quito, 8 weeks

Rural Visits/Homestays 3–4 day rural homestays on the Galápagos Island of Isabela and in the Intag Cloud Forest

Other Accommodations Hostels, field camps, reserve lodges, and boats

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT. Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in approved locations around Ecuador, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** flora or fauna monitoring for conservation purposes; biodiversity studies and population assessments; environmentally friendly agriculture; soil or water studies; geology related to ecology and conservation; community conservation projects; protected area management; impact of development on local communities.

Ecuador

Development, Politics, and Languages

Study the evolving relationship between political power, development, and language in Ecuador, as the country's multilingual and multiethnic populations strive for social change.

Coursework

Lecturers are drawn from institutions such as Universidad San Francisco de Quito, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Universidad Andina Simón Bolívar, Universidad Intercultural Amawtay Wasi, and Universidad Politécnica Salesiana.

Paradigms of Development and Political Discourse in Ecuador

LACB 3005 / 3 credits / 45 class hours

This seminar provides students with a broad introduction to the core themes of the program. It offers an overview of Ecuadorian history and politics, introduces the concept of political discourse as an object of study, and examines the relationship between the language(s) of political power and development in this country. Students construct a nuanced understanding of how different groups in Ecuador have used language to instill, reinforce, subvert, and reinvent power relationships over time as the country strives to develop. All coursework is conducted in Spanish.

Languages in Contact: Spanish, Quichua, and Other Languages in Ecuador

LACB 3000 / 3 credits / 45 class hours

In the second seminar, students explore the encounter between Spanish and Ecuador's indigenous languages from the colonial era to the present. From cultural and linguistic perspectives, they study the particularities of Ecuadorian Spanish, the politics of bilingual education, indigenous languages currently in danger of extinction, and other themes. As part of this seminar, students also take a set of introductory lessons in Quichua. All coursework is conducted in Spanish.

Educational Excursions

The program incorporates short excursions to points of interest in Quito and other areas of Ecuador. Students participate in a rural homestay in Los Chillos near Quito and also travel to Guayaquil, the Coast, the Northern Andean Region, and an Amazonian community as part of their coursework.

Advanced Readings on Contemporary Ecuador

SPAN 2000-4000 / 3 credits / 45 class hours

In this course, students refine their Spanish language skills while furthering their cultural knowledge by engaging with a series of academic readings on contemporary Ecuador. The course deepens students' contact with intellectual work produced in Spanish and in Ecuador. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

OR

Beginning Quichua

QUEC 1000 / 3 credits / 45 class hours

In this beginning Quichua course, students construct basic language skills while furthering their contact with Quichua-speaking communities and their exploration of the relationship between language and culture within Ecuador. The outgoing exam includes a written and an oral component. This course is intended to complement and expand upon the set of introductory lessons in Quichua provided in the Languages in Contact course.

Research Methods and Ethics: Approaches to Political and Linguistic Analysis

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of methods related to studying development, language, power, and political discourse. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Quito

Language Study Spanish and Quichua

Homestays Los Chillos, 4 weeks; Quito, 3 weeks

Other Accommodations Hostels, guest houses, or small hotels

Independent Study Project 4 weeks

Prerequisites Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

written a solid proposal for an Independent Study Project related to the program's themes. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Quito or in another approved location in Ecuador appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's broad concerns with power, politics, language, and development. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** linguistic landscape of Quito; political perspectives on endangered languages; the discourse of development in Ecuador; bilingual intercultural education; social communication, micropolitics, and activism.

Nicaragua

Youth Culture, Literacy, and Media

Explore Nicaragua a generation after the revolution and investigate how young people are creatively advocating for change. Gain comparative perspectives on literacy and youth issues during an excursion to Cuba.

Coursework

Lecturers include academics from the Universidad Centroamericana, the Universidad Nacional Autónoma de Nicaragua, and the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN), as well as nongovernmental organization leaders, activists, and writers.

Rewriting Nicaragua: Literacies, Rights, and Social Change

LACB 3000 / 3 credits / 45 class hours

This interdisciplinary seminar provides an overview of Nicaraguan realities before and since the revolution. Students analyze the literacy campaigns of the revolution as a point of origin for the expansion of awareness of basic rights (human rights, access to education and healthcare, sexual and religious freedoms, etc.) and as a backdrop to current demands for both information and expression. How did these earlier movements set the stage for the next generation's own call for social change and expanded freedoms? Through lectures, readings, site visits, and excursions, students gain knowledge and critical perspectives on post-revolutionary Nicaragua, which provides them with a framework in which to study contemporary youth culture and expression. All coursework is conducted in Spanish.

Re-imagining Nicaragua: Youth Culture, Media, and Expression

LACB 3005 / 3 credits / 45 class hours

In this second seminar, students explore Nicaragua's youth culture. They question whom the term youth refers to and how understandings of adolescence and early adulthood have evolved. Is there a parallel to the Millennial generation in Nicaragua? Can we really speak of a global youth culture in less than equitable situations? How, in what spaces and genres, and to whom are today's young people in Nicaragua expressing themselves? What are the themes they want to discuss? How do gender, class, and ethnicity intersect with these desires? How does higher education enter (or not enter) into these efforts? How will this generation leave a mark and be heard? Students read work from a range of disciplines and sources (governmental, popular,

academic), interact with youth in different contexts, and participate in lectures and discussions about these issues. All coursework is conducted in Spanish.

Educational Excursions

The program incorporates short excursions to points of interest and visits to nongovernmental organizations in Managua. Students also travel to the Solentiname arts community and to the Caribbean Coast where they visit indigenous and Afro-Nicaraguan communities. Students take a longer excursion to Cuba for a comparative look at literacy and youth issues from historical and current perspectives.

Experiments in Writing

SPAN 2000-4000 / 3 credits / 45 class hours

In this decidedly nontraditional Spanish course, students refine and expand their expressive capacity in Spanish through a wide range of reading and writing activities. Students study Nicaraguan literature, participate in writing workshops (often with community members), and learn to write in different styles, genres, and registers (e.g., rural/urban and slang/academic). They turn these conversations and drafts into polished pieces of both individual and collaborative writing. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Research Methods and Ethics: Youth, Arts-Based Inquiry, Digital Media

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of qualitative, digital, and arts-based methods appropriate for researching the program's themes. They examine the ethical issues surrounding field research related to working with youth and with more public digital media forms, and they are guided through the World Learning/SIT Human Subjects Review process, which forms a

LATIN AMERICA



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Managua

Language Study Spanish

Homestay Managua, 7 weeks

Rural Visits/Homestays Agricultural cooperative in Matagalpa

Other Accommodations Hostels, private homes, or small hotels

Independent Study Project 4 weeks

Prerequisites Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to youth culture and varying types of expression. All coursework is conducted in Spanish.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Managua or other approved locations appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. **Sample topic areas:** youth and radio; tweets and texts in Nicaragua; art and protest over two generations; sexual literacy and expression in Managua; poetry, politics, and gender; higher education and identity among indigenous students.

Panama

Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation

Experience one of the world's most ecologically diverse countries. Explore the critical environmental and social issues affecting its preservation.

Coursework

Lecturers are drawn from institutions such as the Smithsonian Tropical Research Institute, the University of Panama, the Water Center for the Humid Tropics of Latin America and the Caribbean, and the National Secretariat for Science and Technology.

Comparative Tropical Ecology

ENVI 3005 / 3 credits / 45 class hours

Through a comparative approach, students learn about the characteristics and dynamics of distinct yet interdependent tropical ecosystems. Students conduct field exercises in tropical cloud forests, rainforests, lowland dry forests, coral reefs, seagrass beds, and coastal mangroves. Students are introduced to tropical flora and fauna, rainforest biodiversity, ecological resilience, and similar topics.

In terrestrial and marine ecosystems, students study such topics as conservation biology; forest ecology; mammal ecology; coral reef communities; mangrove biology and wetland ecology.

Human Ecology and Conservation in the Tropics

ENVI 3000 / 3 credits / 45 class hours

This interdisciplinary seminar, conducted in Spanish and English, includes both lectures and a strong field component. Students explore the relationships between human use of natural resources and natural resource conservation efforts. Topics studied include the challenges faced by internationally protected areas and national parks, the relationship between poverty and the environment, community forestry, indigenous cultures and conservation, industrial and sustainable agriculture, and the harvest and conservation of marine resources. As a part of their study, students learn from diverse populations when they engage in rural homestays with subsistence farmers, fisher families, families living in protected areas, and in urban homes.

Educational Excursions

The program engages in seven weeks of field study, which includes courses at the Smithsonian Tropical Research Institute in Bocas del Toro

and Barro Colorado Island; a marine and coastal ecology course in Chiriquí Gulf National Park; a sustainable agriculture excursion at EARTH University in Costa Rica, the foremost sustainable agriculture college in the western hemisphere; a homestay in La Amistad International Park buffer zone; and visits to an organic chocolate farm and an industrial banana plantation.

Intensive Language Study: Spanish for the Natural Sciences

SPAN 1000–3000 / 3 credits / 45 class hours

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss ecological issues, to conduct field research, and to interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency testing, students are placed in classes according to their language level and receive further language practice in the homestays, through tutoring programs with Panamanian college students, and on field visits.

Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 class hours

This course focuses on learning how to collect and systematize ecological data to further understand issues involving biodiversity conservation. Through lectures, readings, and field activities, students study and practice a range of ecological research methods. They examine the ethical issues surrounding field research related to ecological/conservation issues and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program's themes.



Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Panama City

Language Study Spanish

Homestay Panama City, 4 weeks

Rural Visits/Homestays Protected-area community, indigenous community, subsistence agriculture community, urban areas, and rural villages

Other Accommodations Hostels, farmhouses, cabins, or small hotels

Independent Study Project 4 weeks

Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, or related fields as assessed by SIT. There is no language requirement.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

The Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Depending on student interest, research can be conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other approved sites within Panama. **Sample topic areas:** community resource management; regeneration of canopy emergents in primary forests; sustainable fisheries; coral reef organisms; mangrove health; sustainable agriculture; agroforestry; ecotourism for resource conservation; ethnobotany.

Peru

Indigenous Peoples and Globalization

Examine the complexities of indigenous realities in Peru, home to one of the largest indigenous populations in the Americas.

Coursework

Lecturers typically include professors in the fields of anthropology, intercultural education, and environmental studies; indigenous leaders and artists; Amazonian and Andean healers; human rights leaders; and others.

History of Indigenous Cultures in Peru LACB 3000 / 3 credits / 45 class hours

The course begins with an examination of the history of Andean and Amazonian indigenous peoples in Peru. Students consider the prosperity and peacefulness of the precolonial period, the violence of the colonial era, and the birth and construction of the Peruvian republic, asking how indigenous populations were and were not included in the nationalist project. Students also learn about the cosmovisions of both Andean and Amazonian cultures, traditional conceptualizations of gender, land-use, and other topics. With these foundations, students then shift toward contemporary issues, in particular focusing on urbanization processes as they have affected indigenous peoples. All coursework is conducted in Spanish.

Indigenous Peoples in Motion: Changes, Resistance, and Globalization LACB 3005 / 3 credits / 45 class hours

In this seminar, students explore contemporary transformations of indigenous groups through multiple lenses. In particular, they analyze ethnic identity within the urban environment, examining indigenous migration and “cholification,” racism, and discrimination. They consider the ethnic component of political violence in Peru and study how indigenous peoples have mobilized resistance and organized to defend their cultures, territories, and local environments. Students study topics such as bilingual education movements, national law, and international rights for indigenous peoples, among other topics. All coursework is conducted in Spanish.

Educational Excursions

The program includes excursions to the Sacred Valley in Cuzco, to Puerto Maldonado (one of the main urban centers of the Amazonian

rainforest), and to indigenous communities within the Tambopata National Reserve.

Intensive Language Study: Spanish for the Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading social science literature as they learn the theoretical terms and local expressions needed to discuss sociocultural issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

Intensive Language Study: Quechua QUEC 1000 / 1 credit / 15 class hours

This introductory course emphasizes building oral and comprehension skills through classroom and field instruction. Formal instruction is enhanced by language practice during rural homestays and excursions.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

LATIN AMERICA



Program Duration Fall/Spring 15 weeks

Credits 17

Program Base Cuzco

Language Study Spanish and Quechua

Homestays Cuzco, 6 weeks; Sacred Valley; Taquile Island

Other Accommodations Hostels, private homes, and small hotels in the Amazon

Independent Study Project 4 weeks

Prerequisites Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Cuzco or other approved and appropriate locations in Peru, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper.

Sample topic areas: the role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; interaction between urban and rural communities; generational dynamics in cultural pride and heritage; cross-cultural education; conflicts between conservation and extractive industries.



IHP/COMPARATIVE

CITIES IN THE 21ST CENTURY <i>People, Planning, and Politics</i>	72
CLIMATE CHANGE <i>The Politics of Food, Water, and Energy</i>	73
HEALTH AND COMMUNITY <i>Globalization, Culture, and Care</i>	74
HUMAN RIGHTS <i>Foundations, Challenges, and Advocacy</i>	75

Cities in the 21st Century

People, Planning, and Politics

Explore how geography, politics, and culture affect whether people can thrive in cities.

IHP/COMPARATIVE



Fall



Spring

Coursework

Urban Politics and Development

DVST 3500 / 4 credits / 60 class hours

Understanding the political process and its role in urban development is central to comprehending how cities work and grow. Who exercises power in cities and what are their sources of power? What is the structure of cities and how does this enhance or impede their growth? What is the role of state and local government in formulating development policies in a changing world economy? What challenges are faced by public policymakers and other stakeholders? This course examines a variety of structural elements and processes, including government structures, relationships between city and regional institutions, privatization, community development, economic growth, industrial restructuring, technological change, workforce development, the informal economy, and poverty and income distribution.

Urban Planning and Sustainable Environments

URST 3500 / 4 credits / 60 class hours

What are the intentional and natural forces that guide the development of the world's cities? How has urban planning attempted to guide these forces toward a prosperous and equitable reality? This course explores the networks that sustain dense human habitation. As the pace of urbanization increases around the world, the process of modernization and globalization appears to destroy traditional, environmentally sustainable systems of land and energy use. Are there alternatives that provide contemporary, environmentally conscious approaches for urban habitation? In response to rapid automobilization and de-densification of cities around the globe, are planners having any success at choreographing the development of city systems and services in equitable and holistically sustainable ways? The course examines themes such as urbanization patterns, land control, infrastructure, and sustainability to help students understand the role of planning and planners in shaping urban environments.

Culture and Society of World Cities

ANTH 3500 / 4 credits / 60 class hours

How do people identify and construct boundaries for various social groupings (race, class, ethnicity, gender, and locality)? What strategies do people use to adapt to living in cities? How do neighborhoods become distinctive? What are their celebrations and festivals? Who participates in each? What are the sources of information on these social categories and symbolic activities? This course examines how these elements combine to form the rich layers of multicultural urban society, how communities are structured and destroyed, and how values relate to urban life. An emphasis is placed on how anthropologists have adjusted their research methods in response to the study of urban life. Specific focus is placed on providing students with the tools necessary to conduct preliminary fieldwork in urban areas.

Contemporary Urban Issues: Problems and Solutions

URST 3000 / 4 credits / 60 class hours

Are today's headlines a fleeting concern or a clue to understanding broad forces at work—forces that define the lives of the people in the cities and countries the program visits? Throughout the program, a broad spectrum of contemporary topics is presented. In each city, topics of special significance to that city are examined in depth through lectures, field visits, and case studies. In this course, students have an opportunity to pursue individual comparative research on topics of their own choosing. The course is co-taught by all program faculty to emphasize the multidisciplinary analysis of issues and integrate the experience-based learning of the semester.

Program Duration Fall/Spring 16 weeks

Credits 16

Program Sites

Fall: New Orleans, São Paulo, Cape Town, Hanoi

Spring: New York, Delhi and Ahmedabad, Dakar, Buenos Aires

Homestays

Fall: São Paulo, 3–4 weeks; Cape Town, 3–4 weeks; Hanoi, 3–4 weeks

Spring: Delhi and Ahmedabad, 3–4 weeks; Dakar, 3–4 weeks; Buenos Aires, 3–4 weeks

Other Accommodations Hotels or hostels

Prerequisites None, but previous college-level coursework and/or other preparation in urban studies, anthropology, political science, or other related fields is strongly recommended.

AFRICA / South of the Sahara

NORTH AFRICA / THE MIDDLE EAST

ASIA / THE PACIFIC

EUROPE

LATIN AMERICA

IHP/COMPARATIVE

Climate Change

The Politics of Food, Water, and Energy

Explore the social impacts of climate change through the political economy of food, water, and energy in some of the world's most productive and vulnerable landscapes.

IHP/COMPARATIVE



Coursework

Political, Economic, and Environmental History: 1492 to the Present

ECON 3010 / 4 credits / 60 hours

This course analyzes the development and history of modern capitalism on a global scale. Topics of consideration within this context include state formation, war, imperialism, technology, energy, environmental change, economic crisis, and “long waves of accumulation.” There is a particular focus on post-World War II developments, including the rise of Keynesianism globally; the role of socialist economies; the political economy of the Cold War; Third World development; the global crisis of profitability in the 1970s, the resultant economic restructuring, and the turn toward neoliberalism; the collapse of communism; the acceleration of neoliberalism and its deepening crisis; the rise of developing economies such as China; and the possibility of alternative economic models.

Comparative Issues in Food, Water, and Energy

SDIS 3070 / 4 credits / 60 hours

This course looks at agriculture and energy, and the attendant resources upon which those sectors depend. Students visit farms, fishing communities, food processors, and food transportation companies, while examining the history and political economy of food production in each country visited. A similar approach is taken in examining the energy sector; fieldwork complements detailed studies of geography and political economy as students encounter the natural sciences, companies, technologies, and regulatory arrangements that constitute “the energy sector.” The course also examines the technologies of emerging alternatives such as solar, wind, and tidal power.

The Science and Policy of Climate Change

ECOL 3010 / 4 credits / 60 hours

This course unpacks the basic science of the climate system by examining the state-of-the-art science collated by the Intergovernmental Panel on Climate Change (IPCC) and through regular engagement with scientists and researchers. Students learn how to read scientific papers and analyze the policy process at local, national, and international levels. They also consider the tangle of acronyms—such as IPCC, UNFCCC, and CDM—that define international policy discourses on climate change. The course looks at smaller scale, regional initiatives such as California’s state-level efforts to cut greenhouse gas emissions and its investments in renewable energy, Morocco’s green plan, and Plan 2020.

Fieldwork Ethics and Comparative Research Methods

ANTH 3500 / 4 credits / 60 hours

This course enables students to understand and benefit from experience-based learning processes. It provides students with skills related to gathering, analyzing, and interpreting information from a range of sources, maximizing the knowledge provided by local contexts. The course intends to assist students in assessing their own cultural assumptions and in understanding people from different cultures. Students are familiarized with the World Learning/SIT Human Subjects Review Policy. The seminar provides a framework for a cumulative project involving data collection and qualitative research undertaken in each of the countries visited.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Sites California: San Francisco Bay Area, Central Valley, and the California-Mexico border

Vietnam: Ho Chi Minh City, Central Highlands, and Mekong River

Morocco: Based in Rabat with excursions to Casablanca, Tangiers, and the Atlas Mountains

Bolivia: Based in Cochabamba with excursions to La Paz, Lake Titicaca, Potosí, and the salt flats of Salar de Uyuni

Accommodations Homestays in Morocco and Bolivia. Hotels, guest houses, and/or dormitories in California and Vietnam

Prerequisites None, although previous coursework in political science, economics, and/or environmental science is recommended.

AFRICA, South of the Sahara

NORTH AFRICA / THE MIDDLE EAST

ASIA / THE PACIFIC

EUROPE

LATIN AMERICA

IHP/COMPARATIVE

Health and Community

Globalization, Culture, and Care

Investigate how communities can ensure the health and well-being of all citizens amid mounting challenges created by changing economic, environmental, and social forces.

Coursework

Globalization and Health

IBPH 3500 / 4 credits / 60 class hours

Nations at all levels of development vary in their commitment and capacity to define healthcare as a human right and provide healthcare to their citizens equitably. Some have created systems to provide basic healthcare yet struggle with other factors that influence health, while others position healthcare as an economic commodity subject to market forces. This course provides a framework for comparing the organization and financing of health systems and health policymaking across the countries visited. It examines the political economy of health, with special attention to the impact of international governance and economic and trade policies.

Students gain skills in critical thinking, policy analysis, and debate, supported by research, observation, and exposure to varied perspectives among in-country experts.

Health, Culture, and Community

ANTH 3050 / 4 credits / 60 class hours

Medical anthropology serves as the theoretical foundation for this course. It seeks to strengthen students' ability to understand, interpret, and compare how personal and community identity, health and well-being, illness, and healing are understood within diverse cultural contexts. The course examines the philosophies and practices characteristic of biomedicine and a wide range of traditional and nontraditional systems of health and healing as well as the reality of medical pluralism in the lives of individuals. In so doing, the course covers themes of health and healing pertinent across the entire span of human life—from birth to death. Throughout, students are encouraged to support their comparative understanding with an exploration of their own assumptions and practices related to identity, health, and healing.

Public Health: From Biology to Policy

IBPH 3505 / 4 credits / 60 class hours

This course begins with an overview of global and national health trends in the context of demographic shifts and development. In each country visited, a significant health condition is addressed: How is disease distributed in the country's population? What public health interventions are supported by empirical evidence? In light of social, cultural, economic, and political conditions, how can such evidence be applied in the local context? Specific considerations studied range from infectious to "lifestyle" and chronic illnesses, including diarrheal diseases of early childhood, adult mental illness, cervical cancer, HIV/AIDS, and tuberculosis.

Community Health Research Methods

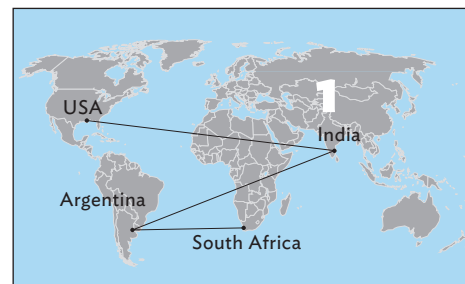
IBPH 3510 / 4 credits / 60 class hours

This course seeks to strengthen students' competence in inquiry-guided learning through field-based case studies. The course begins with an introduction to the complementary and sometimes conflicting philosophical traditions of ethnography, epidemiology, and health services research. It then teaches and gives students the opportunity to apply the chief tools of each tradition (e.g., participant observation, in-depth interviewing, community surveys, mapping, interpreting data analyses, and oral presentation of findings). In each country, students choose from a range of available field case study topics/sites as the primary venue for demonstrating their field research and presentation skills.

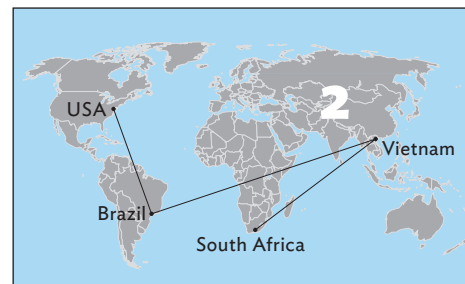
IHP/COMPARATIVE



Fall



Spring 1



Spring 2

Program Duration Fall/Spring 16 weeks

Credits 16

Program Sites

Fall: United States, India, Vietnam, South Africa

Spring Option 1: United States, India, Argentina, South Africa

Spring Option 2: United States, Brazil, Vietnam, South Africa

Homestays 2–4 weeks in all locations other than the first country

Other Accommodations Hostels and hotels

Prerequisites None, but previous college-level coursework and/or other preparation in public health, anthropology, biology, or other related fields is strongly recommended.

AFRICA / South of the Sahara

NORTH AFRICA / THE MIDDLE EAST

ASIA / THE PACIFIC

EUROPE

LATIN AMERICA

IHP/COMPARATIVE

Human Rights

Foundations, Challenges, and Advocacy

Investigate the principles of human rights; examine ways to secure and protect civil, political, social, and economic rights; and assess future challenges across four distinct national contexts.



Coursework

Foundations and Frameworks of Human Rights

HMRT 3000 / 4 credits / 60 hours

The United Nations articulated the Universal Declaration of Human Rights in 1948. Using that historic moment as a point of departure, this course employs the UN framework as a preliminary lens to examine and understand how basic social and economic rights are contested globally. International safeguards for rights embodied in supranational organizations and national legal systems are discussed. Current human rights conditions, threats, and protections are examined in each country studied. The meaning of a human rights discourse in the political economy of development, as well as in defining the role of the security state, is foregrounded at each field site.

Comparative Issues in Human Rights

HMRT 3500 / 4 credits / 60 hours

Through selected readings, focused discussions, and case studies, this course critically considers an array of current human rights challenges. Among them are the conflicts between national sovereignty and human rights, such as international humanitarian interventions; how universal rights are imbricated with the nuances of culture, ethnicity, and religion; and how national governments affirm and protect human rights in written law, yet simultaneously compromise rights in the realm of politics, economics, media, and social well-being. Human rights questions involving labor conditions, migration, environmental crises, freedom of the media, and the accountability of multinational corporations are explored comparatively within and across program sites.

The Role of Civil Society: Grassroots Movements and Nongovernmental Organizations

SDIS 3320 / 4 credits / 60 hours

This course focuses on the practical aspects of advocacy and the protection of human rights by nongovernmental organizations and grassroots, popular movements. Through case studies, interviews, and visits to local organizers of advocacy groups, students learn how popular movements are launched and developed, as well as strategies to navigate legal, political, and public arenas. The course contrasts the role, agendas, and effectiveness of grassroots organizations with those of governmental, private sector, and supranational stakeholders. Students meet with local activists and officials who advocate for various human rights agendas to learn about successful and unsuccessful campaigns and to evaluate the use of inquiries, documentation, public outreach, legal action, and other approaches to protecting rights.

Fieldwork Ethics and Comparative Research Methods

ANTH 3500 / 4 credits / 60 hours

This course provides students with the theoretical, conceptual, and practical knowledge for gathering, analyzing, and interpreting information from a range of primary sources. It offers insights for assessing students' own cultural assumptions and for understanding other cultures. Students are familiarized with the World Learning/SIT Human Subjects Review Policy. The course is the foundation for a cumulative study project involving research in three countries and culminating in a paper and presentation at the end of the semester.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Sites United States, Nepal, Jordan, Chile

Accommodations 2–4 week homestays in all locations other than the first country. Other accommodations could include guest houses and/or small hotels.

Prerequisites Coursework in social sciences, such as anthropology, history, economics, sociology, and/or political science; humanities coursework (philosophy, religion, and/or ethics) is also recommended.

World Learning

Advancing Leadership for 80 Years

SIT Study Abroad is a program of World Learning, a private, nonprofit international organization that empowers people and strengthens institutions through education, exchange, and development programs.



SIT Study Abroad

A pioneer in experiential, field-based study abroad, SIT (founded as the School for International Training) provides academically rich programs in more than 30 countries for over 2,000 undergraduates from 200+ colleges and universities each year. As students explore global and local issues firsthand, they acquire new theoretical frameworks and a broadened worldview. SIT's program model focuses on an examination of critical global issues in specific cultural and geographical contexts in one country or in multiple countries. The foundation of the comparative portfolio is the International Honors Program (IHP), which became part of SIT Study Abroad in 2011.

SIT Graduate Institute

SIT offers internationally focused, full-time and low-residency master's degrees, as well as certificate and professional development programs designed to advance your career. Programs include international education, sustainable development, peacebuilding and conflict transformation, Teaching English to Speakers of Other Languages (TESOL), and a self-designed option.

Founded nearly 50 years ago as the School for International Training, SIT served as a training center for early Peace Corps volunteers. Today, SIT Graduate Institute prepares students from more than 30 countries to become informed and effective leaders, professionals, and global citizens.

For more information about program areas, requirements, deadlines, and the admissions process, please call 800 336-1616 (toll-free within the US) or 802 258-3510, email admissions@sit.edu, or visit our website at www.sit.edu/graduate.

The Experiment in International Living

The Experiment's three- to five-week summer programs immerse high school students in other cultures and languages through engaging experiential activities in locations throughout Europe, the Americas, Africa, and Asia and the Pacific. Experimenters explore different cultures through the arts, travel, language training, homestays, community service, peace studies, and ecology. Learn more at www.experimentinternational.org.

World Learning International Development Programs

International Development Programs prepare communities to address critical issues, such as poverty, HIV/AIDS, marginalization, the global education crisis, and the need for government accountability. Learn more at www.worldlearning.org.

World Learning International Exchange Programs

International Exchanges bring emerging leaders from 140 countries annually to the US for academic, professional, and cultural exchanges. Learn more at www.worldlearning.org.

Program Dates, Fees, and Credit

Program Dates

Most fall semester programs run from the last week of August or first week of September to mid-December. Most spring semester programs run from late January or early February to mid-May. Most summer programs run from early or mid-June to mid- or late July. Please check our website for individual program dates. Students must participate in the program for the entire program period.

Program Fees and Other Costs

Fees vary depending upon the program. Current program fees are available on our website.

Fees include tuition, room, and board throughout the program, all field trips and related fares, health and accident insurance, and other direct program expenses. Fees do not include airfare to and from the program; preprogram medical examinations or immunizations; books, passport, or visa fees; fees for some Guided Self-Instruction language study for students who place above the offered language levels; personal expenses; independent travel; or fees for some local transportation and independent site visits.

Because of the dynamic nature of SIT Study Abroad programs and the economics of host countries, SIT reserves the right to change its fees without notice.

SIT maintains cooperative billing arrangements with many colleges and universities. Students should check with their study abroad office or contact SIT Study Abroad to find out whether their institution has such an agreement.

Grades, Credit, and Transcripts

Students earn 16 or 17 undergraduate credits upon successful completion of a semester program and 6 to 9 credits for summer programs. SIT assigns a letter grade for each course. Students may not elect a pass/fail option.

Credits are transferable to home colleges or universities according to individual school policies. Please note that many schools require prior approval in order to transfer credits earned through study abroad. Students are responsible for meeting with their study abroad or academic advisor prior to enrollment to determine the transferability of credit. Home school study abroad offices can guide students on how to integrate their experiences overseas into their courses of study.

Within two months of program completion, SIT sends a transcript with letter grades and a narrative evaluation of the Independent Study Project (when applicable) to each student's home institution. Students receive a grade report and may request official copies of transcripts online at www.sit.edu/studyabroad or by emailing registrar@sit.edu.



Student Health, Safety, and Security

SIT Study Abroad places the highest priority on the health, safety, and security of all students. Building on our significant experience with risk assessment and emergency preparedness, SIT is able to adapt quickly to dynamic situations. Because socioeconomic, political, environmental, and medical conditions vary widely across the more than 30 countries in which SIT operates, health, safety, and security measures are specifically tailored to each location and to current circumstances.

Maximizing Health

Prior to the start of each program, SIT Study Abroad provides information to prepare students for program health realities and to set clear expectations for maintaining good health while on the program. Students receive country-specific health guidelines, including required and recommended immunizations as specified by the Centers for Disease Control and Prevention (CDC). SIT also conducts a comprehensive review of each student's medical history. Individual students are covered by health, accident, medical evacuation, and repatriation insurance, which is included in the program fee.

Maximizing Safety and Security

SIT Study Abroad staff members are trained in risk assessment and crisis management, and SIT gathers information from a variety of sources to continuously evaluate safety and security conditions.

- SIT Study Abroad maintains a 24-hour safety and emergency response on-call system for any health, safety, or security concerns that may arise.
- SIT monitors US government advisories, considering those issued both by in-country embassies and consulates and by the US Department of State in Washington, DC.

- In addition to well-informed academic directors and other in-country staff, SIT obtains additional valuable local in-situ knowledge and analysis from colleagues with whom the organization has long and trusted relationships.

- SIT consults with academic and nongovernmental organizations through the global networks of World Learning, SIT's parent organization.

SIT Study Abroad incorporates safety and security throughout the program curricula. Key elements of the SIT model help to maximize in-country safety, including:

- Prior to the start of the program, SIT Study Abroad provides each student with an overview of safety and security specific to the country of study, as part of SIT's comprehensive pre-departure material.
- During the initial orientation period, academic directors and local experts educate students about potential safety risks and strategies to keep themselves safe within their new context.
- Staff provide additional safety and security briefings at key junctures throughout the semester, most notably at times of movement to different program locations, so that students are fully aware of expectations and precautions that enhance security.

Safety cannot, of course, be guaranteed abroad, just as it cannot be guaranteed in the United States. However, student health, safety, and security are always our highest priority. SIT is committed to taking the necessary steps to maximize student safety and security at each and every program site.

Communicating with Student Affairs

Students, family members, and college and university staff who need information or assistance can reach the SIT Student Affairs Office by calling 802 258-3212 or 888 272-7881 (toll-free in the US), or by email at studentaffairs@sit.edu. For routine matters, regular business hours are Monday through Friday, from 8:30 am to 5 pm (EST). SIT Student Affairs is available 24 hours a day to respond to and manage student emergencies. In the event of an emergency, please call the numbers listed above. Calls coming in after business hours or on the weekend will be initially received by an answering service and then forwarded to the on-call SIT Student Affairs staff member.

Dean of Students and the Office of Student Affairs

The dean of students for SIT and office staff are responsible for providing leadership and vision in the areas of student health services, crisis management, counseling, housing, safety and security issues, diversity, student conduct issues, and support for students with disabilities. The dean establishes and monitors best practices and institutional protocols for all student affairs operations in the US and abroad.

Scholarships and Financial Aid

Each year, SIT awards more than \$1 million in scholarships and grants to SIT Study Abroad students.

SIT Study Abroad supports international opportunities for a wide range of students through its scholarship and grant programs. SIT scholarships are awarded to highly qualified students who demonstrate financial need. Individual awards generally range from \$500 to \$5,000.

SIT Study Abroad scholarships and grants include:

- Pell Grant Match Award available for all SIT semester programs
- The Compton Fund for programs with environmental, post-conflict transformation, or sustainable development themes
- Engineering Scholarship
- Scholarships for students enrolled in Historically Black Colleges and Universities (HBCUs)
- The Houston International Scholarship
- IHP Grant for students participating in IHP/Comparative programs
- The Middle East and Islamic Studies Scholarship
- The Richard & Dale Levy India Scholarship for a student participating on a semester program in India
- Sally Bragg Baker Scholarship
- SIT Bonner Scholar Award for students participating in this community service program
- SIT Fund
- The Workum Fund

Financial Aid

You should contact the financial aid office at your home institution to learn if your institution's scholarships and grants, as well as its federal and state aid programs, will be applied to your SIT program. Each college and university establishes its own policies for applying financial aid to study abroad. SIT works closely with the financial aid and study abroad offices of each student's home institution to coordinate the financial resources available for a student's SIT experience.

If your home institution requires SIT to complete a financial aid consortium agreement, please contact your financial aid office and request that they forward their institutional consortia form to the SIT Study Abroad financial aid coordinator (studyabroad.scholarships@sit.edu or fax to 802 258-3296) prior to your program's application deadline.

Please contact the SIT Study Abroad financial aid coordinator with any questions:

- 802 258-3503
- studyabroad.scholarships@sit.edu

There is no separate SIT scholarship application.

Visit www.sit.edu/scholarships for more information.

Applying for an SIT Study Abroad scholarship is easy!

1

When submitting your program application to SIT, be sure to indicate that you wish to apply for SIT scholarships.

2

Add SIT's school code (008860) to your FAFSA form.

3

Confirm receipt of all required financial aid information with the SIT Study Abroad financial aid coordinator (studyabroad.scholarships@sit.edu or 802 258-3503).

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Admissions

SIT Study Abroad designs the admissions process to ensure the best possible match between a student's academic goals and program content. Students must demonstrate clear academic and personal motivation and interest in experiential, field-based study abroad.

We welcome applications from undergraduate students who have:

- completed at least one year of college-level coursework at the time of application and preferably two years for IHP/Comparative programs. (Exception: Only one semester of college coursework is required for summer programs.)
- good standing at an accredited college or university.
- a cumulative grade point average of 2.5 or higher.
- met stated prerequisites for the program to which they are applying.

Rolling Admissions Dates

Spring: April 15–November 1

Summer: September 15–April 1

Fall: January 15–May 15

The following programs have earlier closing dates:

- **IHP/Comparative:** October 1 for spring; April 1 for fall
- **Brazil, Czech Republic, and Switzerland:** May 1 for fall

It is possible that a particular program will fill prior to the final application deadline, so early applicants are most likely to be considered for their first-choice program.

How to Apply

Apply online at www.sit.edu/apply. For application and admissions requirements, please visit our website at www.sit.edu/admissions.

For questions about our programs and the application process, please contact our admissions team at studyabroad@sit.edu, 888 272-7881 (toll-free in the US), or 802 258-3212.

Next Steps

SIT Study Abroad is committed to helping students from diverse backgrounds experience field-based international education.

Here's how to get started.

1

Find a program:

Visit www.sit.edu for complete program descriptions and course syllabi.

2

Talk to your advisors:

Visit your home college's study abroad office and meet with your academic advisor.

3

Apply:

Our application is online at www.sit.edu/apply. Questions about applying? Contact the SIT Study Abroad admissions office: studyabroad@sit.edu, 888 272-7881 (toll-free in the US), or 802 258-3212.

4

Financial aid and scholarships:

Talk to your home college's financial aid office. Most colleges facilitate the transfer of federal and state financial aid, and in some cases institutional aid, for study abroad. Visit www.sit.edu/scholarships to learn about SIT scholarships and other funding opportunities.

Apply online at www.sit.edu/apply.

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“I returned from Bolivia for my senior year feeling empowered and knowledgeable, and with a sense of obligation that I can’t just sit around. Then and now, I know that I must continue learning, questioning, contributing, experiencing, and engaging.”

Aliza Grossberg, George Washington University
Bolivia: Multiculturalism, Globalization, and Social Change



Back cover photo: En route to the village of Faux Cap, Madagascar. Taken by Toutia Daryoush on the Madagascar: Biodiversity and Natural Resource Management program.

This page: Welcome ceremony during the rural village stay on the coast of Lake Titicaca, Bolivia. Taken by Marianne Jorgensen, SIT Study Abroad staff.

SIT Study Abroad

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Phone 802 258-3212

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Email studyabroad@sit.edu

Apply online at www.sit.edu/apply.

www.sit.edu/studyabroad

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