



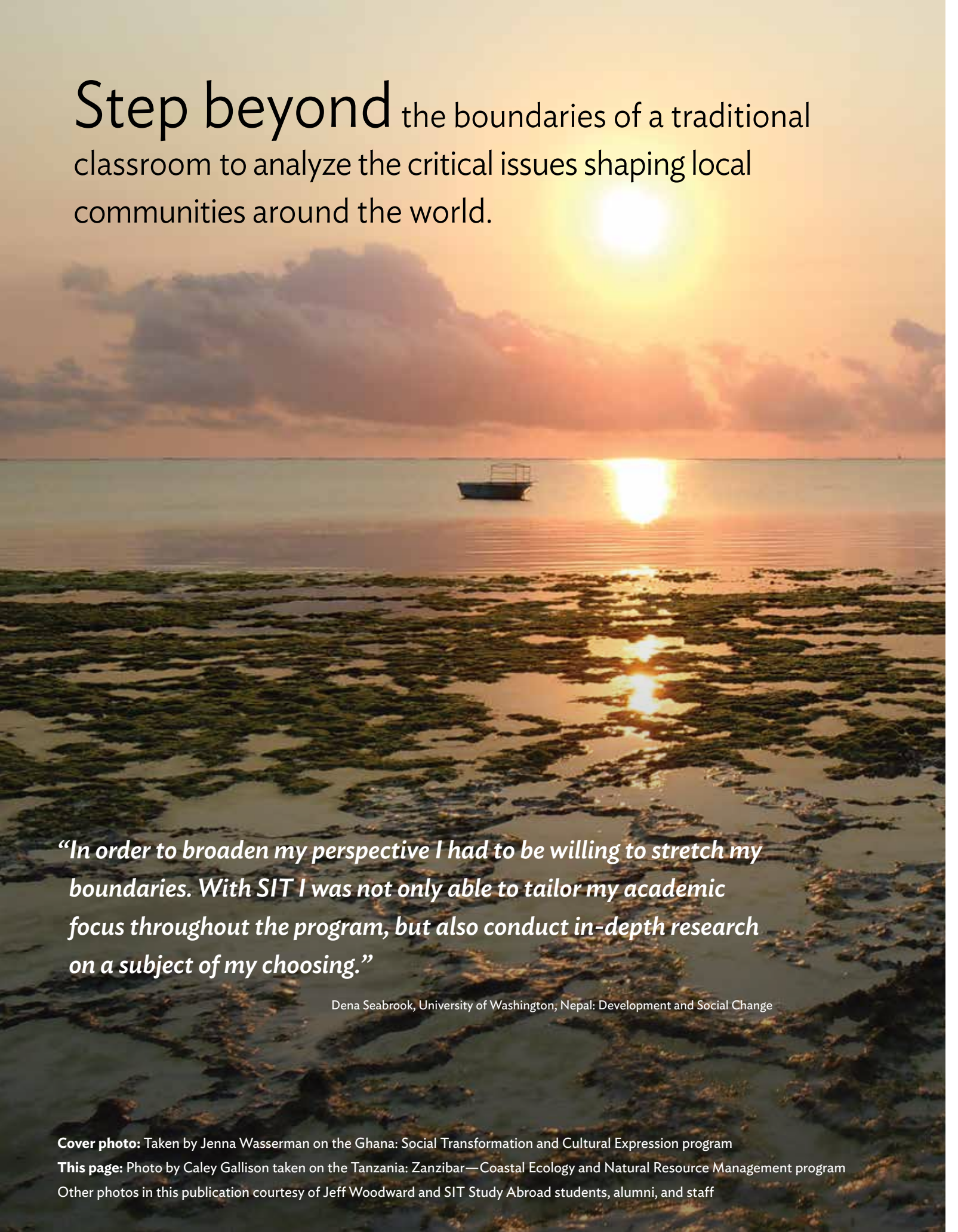
# SIT Study Abroad

a program of World Learning



**2015**  
Course Catalog

*Accredited field-based programs in more than 30 countries*

A photograph of a sunset over a body of water. The sun is low on the horizon, creating a bright orange and yellow glow. A small boat is visible on the water in the distance. The foreground shows a rocky shoreline with shallow water reflecting the sunset colors.

Step beyond the boundaries of a traditional classroom to analyze the critical issues shaping local communities around the world.

*“In order to broaden my perspective I had to be willing to stretch my boundaries. With SIT I was not only able to tailor my academic focus throughout the program, but also conduct in-depth research on a subject of my choosing.”*

Dena Seabrook, University of Washington, Nepal: Development and Social Change

**Cover photo:** Taken by Jenna Wasserman on the Ghana: Social Transformation and Cultural Expression program

**This page:** Photo by Caley Gallison taken on the Tanzania: Zanzibar—Coastal Ecology and Natural Resource Management program

Other photos in this publication courtesy of Jeff Woodward and SIT Study Abroad students, alumni, and staff

# Field-Based Study Abroad Focused on Critical Global Issues

**SIT Study Abroad** offers semester and summer programs for undergraduate students in Africa, Asia and the Pacific, Europe, Latin America, and the Middle East, as well as comparative programs in multiple locations.

Programs grapple with the complexities of critical issues—including global health, sustainable development, biodiversity, human rights, migration, and peacebuilding—in specific cultural and geographical contexts or comparatively across different countries.

Students gain high levels of access to a diversity of stakeholders and experts relevant to the issues being examined. Learning extends far beyond the SIT program center to host communities, field stations, nongovernmental organization (NGO) headquarters, ecological sites, health clinics, and art studios.

Students not only acquire a holistic and multifaceted grounding in the issues being examined—they get direct, field-based experience with the multiplicity of ideas, innovations, perspectives, and contacts that can catapult their academic and professional lives.



## SIT programs examine:

- 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

## ACCREDITATION

SIT is a nonprofit educational institution and was founded in 1964 as the School for International Training. SIT is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.



New England Association of  
Schools and Colleges (NEASC)



VIETNAM

## The SIT Experience

- Rigorous academic programs through a field-based, experiential approach
- Undergraduate research through an Independent Study Project
- Cultural immersion through fieldwork, 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

***“I was drawn to SIT because of the field-based learning style within a small group. As part of my program, I spent five weeks at the CSIRO Ecosciences Precinct in Brisbane, Southeast Queensland, Australia, where I worked with the CSIRO Land and Water microbiology team investigating the presence of microbial pollution in roof-captured rainwater tanks. My semester abroad provided a HUGE step up in my academic career.”***

Henry Brandes, University of Colorado Boulder, Australia: Sustainability and Environmental Action

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## Arts, Media, and Social Change

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

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## Development, Urban Studies, and Entrepreneurship

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

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## Global Health

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

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

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## Natural Resource Management, Biodiversity, and Environmental Policy

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

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

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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.

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# Take Advantage of Your Summer

Students on an SIT summer program can advance their knowledge of a language, global issue, and/or professional field while earning four to nine academic credits. Programs focus on a range of topics, including those related to anthropology, art, conservation, education, geoscience, health, international studies, language, renewable energy, and peace and conflict studies.

## New! **SIT Summer Innovation Labs**

*Beginning in the summer of 2015, SIT will be offering four-week, collaborative, and project-based programs focused on critical human needs:*

**FOOD:** SIKKIM

**WATER:** AMMAN

**SHELTER:** CAPE TOWN

## SIT Study Abroad summer programs

**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*

**Indonesia:** *Community Nature Conservation in Bali*

**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*



NEPAL

*Please review the SIT Study Abroad website or summer catalog for more details on summer programs.*



MONGOLIA

## Languages Offered for Credit

<b>Asia and the Pacific</b>	<b>Africa, South of the Sahara</b>	<b>Latin America</b>	<b>Europe</b>	<b>North Africa and the Middle East</b>
Bahasa Indonesia	Acholi	Portuguese	Czech	Modern Standard Arabic* French
Chinese	French	Quechua	Dutch	
Hindi	isiXhosa	Spanish	French	
Mongolian	isiZulu		Icelandic	
Nepali	Kinyarwanda		Serbian/Bosnian/ Croatian	
Samoan	Kiswahili			
Tibetan	Luganda			
Vietnamese	Malagasy			
	Twi			
	Wolof			

\* 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 | Fulfulde | Pidgin English**

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





CHILE



NICARAGUA



INDIA



SWITZERLAND



CHINA

## SIT Homestay Experience

Almost all SIT 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.

***“The homestay experience was the cornerstone of the Balkans program. Aside from the wonderful relationships I built, the homestay also allowed me to merge my academic and personal life. On a typical day, I would exchange conversations with my Serbian host grandmother through an illustrated children’s dictionary, broaching topics from politics to religion, cooking to house pets. These moments when my family and I struggled together in conversation gave me opportunities I would not have had on another program.”***

Jess Acosta, Colby College  
*Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans*

***“I lived for three weeks with an indigenous Kichwa family in a home about two miles outside of a small town. I was absorbed into this welcoming and loving community, taking part in their daily activities of clearing and planting the chacra, harvesting yuca, building a balsa raft to make crossing the river easier, and experiencing the strength and importance of nature around me.”***

Erin Andrews-Sharer, The College of Wooster  
*Ecuador: Development, Politics, and Languages*

# Undergraduate Field Research Abroad at SIT

SIT equips students 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?

SIT students are prepared to deeply engage with a topic and complete an in-depth, field-based project known as the Independent Study Project (ISP). 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 involves conducting original field-work, giving a final presentation, and writing 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 also required 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.*

## 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.

## 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

## Students on IHP/Comparative Programs

The unique nature of the IHP/Comparative programs results in a different form of student research. The approach still emphasizes the multidisciplinary analysis of issues and integrates the experience-based learning of the semester, but it results in a comparative research project on a topic of the student's own choosing. Typically, the cumulative project involves qualitative research undertaken in each of the countries visited.

## Recognizing Excellence in Undergraduate Research

SIT Study Abroad has launched an innovative new way to highlight and honor outstanding field-based research conducted on SIT programs through the SIT Study Abroad Undergraduate Research Award. Winners become SIT's nominees for The Forum on Education Abroad's Undergraduate Research Award; they also receive a small monetary award and recognition on SIT's website.

### 2014 Winners

#### Student: **Mamasa Camara**

Home institution: Spelman College

SIT program: China: Language, Cultures, and Ethnic Minorities

ISP title: Imagined Communities: Changing Markets and the Implications for 21st Century Mali-China Migration

#### Student: **Scott Sugden**

Home institution: Washington and Lee University

SIT program: Madagascar: Biodiversity and Natural Resource Management

ISP title: Plant Community Structure over an Elevation Gradient in Manongarivo Special Reserve Madagascar



*“The Independent Study Project that I conducted in the rainforests of Ranomafana was accepted for presentation at the American Association of Physical Anthropology in Tennessee and the American Society of Primatology in Puerto Rico. At the presentation in Knoxville, I met a fellow SIT alumna, proving the amazing network you enter with your SIT experience.”*

Caroline Baratz, University of California, San Diego  
Madagascar: Biodiversity and Natural Resource Management

### **SIT Sets the Standard for Practice in the Field**

SIT Study Abroad was among the first in the field to implement 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.

AUSTRALIA

# A Day with SIT

## Field-Based Learning at Its Best

While many SIT students agree that there is no “typical” day on an SIT program, there are common program components that students can expect: thematic seminar lectures, language class, field assignments, reflection sessions, community engagement, excursions, and time with host families. It’s experiential learning at its best.

### 9:00 am: Nepal

Beginning the day with a group discussion with Nepali filmmaker Kesang Tseten



### 10:00 am: Australia

Conducting scientific surveys among the coral reefs of the Great Barrier Reef Marine Park



### 1:00 pm: Brazil

Participating in a youth meeting on AIDS prevention

### 1:30 pm: Morocco

Practicing calligraphy during an Arabic language class

**2:30 pm: Madagascar**

Stopping before the ascent of Pic Imarivolanitra, the highest accessible peak in Madagascar, located in Andringitra National Park



**←11:00 am: Chile**

Listening to a thematic seminar lecture on indigenous medicine led by Aymara leader Yatire Severo Llusco



**↓4:00 pm: Czech Republic**

Discussing the Independent Study Project (ISP) with the academic director

**3:30 pm: Switzerland**

Listening to a lecture at the United Nations



**7:00 pm: South Africa**

Enjoying dinner with a homestay family

# AFRICA, South of the Sahara



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SOUTH AFRICA



SIT Study Abroad has 14 semester programs based in Africa, South of the Sahara. The map below highlights the countries in which these programs are based as well as Mozambique, an excursion country for the South Africa: Social and Political Transformation program. Select program excursion locations within each country are also indicated. Please see the individual program pages in this catalog or on the SIT Study Abroad website for more details pertaining to each of our Africa programs.



# Cameroon: Social Pluralism and Development

*Examine social, economic, and political development patterns in one of West Africa's most ethnically and geographically diverse countries. Learn from university professors, development experts, Cameroonian politicians, civil society activists, and traditional leaders.*

## Coursework

### Development and Social Change in Cameroon

SDIS 3000 / 3 credits / 45 class hours

Taught in English, this seminar examines foundational concepts, principles, and paradigms of development for the purposes of critically engaging with specific topics and issues relating to the practice of development and its impact on social change in Cameroon.

### Social Pluralism and Minorities

AFRS 3000 / 3 credits / 45 class hours

Taught in English, this seminar explores Cameroon's complex social history and postcolonial national identities, with emphases on Anglophones, women, and other minority groups.

### French for Development Studies

FREN 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the French language course focuses on the acquisition of French used in the area of development and social change to equip students with the language tools needed to work with NGOs and grassroots associations in Cameroon. Students at the advanced level will combine this emphasis with a focus on Cameroonian literature.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a research methodology and ethics course focused on providing students with the essential tools required to conduct independent study in development, public health, or social science domains in Cameroon.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Yaoundé or in another approved location in Cameroon. Students have the option to pursue a research- or practice-based ISP. Sample topic areas:

- Bilingualism in Cameroonian schools
- Multinationals and local impacts of land grabbing
- Oral histories of the Bamiléké people
- Precolonial development organizations

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Yaoundé

**Language Study** French, plus Fulfulde and Pidgin English

**Homestays** Yaoundé, 5 weeks; Kribi or Ngaoundéré, 2 weeks

**Rural Visit/Homestay** West Region, 2 weeks

**Other Accommodations** Hostels, private homes, and small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None. All students have the benefit of being immersed in a French-speaking environment through homestays, excursions, and field activities. Advanced French students have opportunities to conduct their ISP and complete written assignments in French.

## Educational Excursions

Students study and travel in all of Cameroon's major environmental zones in order to experience the daily life, traditions, customs, and historic and cultural sites of several different Cameroonian communities. The program typically includes time in the following areas of Cameroon:

- Northwest and Western Regions—Dschang, Batoufam, and Bamenda
- Southern Region—Kribi
- Adamawa Region—Ngaoundéré



## Study With Cameroonian Students

A small group of Cameroonian students participates in the program alongside SIT students. This provides exceptional learning and culturally immersive opportunities for SIT students, who benefit from their Cameroonian peers' assessments and analyses of key issues facing Cameroon.



# Ghana: Social Transformation and Cultural Expression

Explore social change in Ghana through an exploration of its dynamic cultural heritage and contemporary society. Gain unprecedented access to renowned Ghanaian scholars, artists, dancers, musicians, painters, sculptors, weavers, and writers.

## Coursework

### Social Transformation and Cultural Expression

AFRS 3000 / 3 credits / 45 class hours

This seminar explores a broad spectrum of artistic and cultural forms in Ghana. The course critically examines the societal impact of local and global influences within Ghanaian arts and cultural practices.

### Visual and Performing Arts in Ghana

ARTS 3000 / 3 credits / 45 class hours

This course exposes students to Ghana's rich diversity of artistic traditions through a series of performances, workshops, and lecture demonstrations; the course actively engages students with multiple artistic expressions from across Ghana.

### Twɩ

TWII 1000 / 3 credits / 45 class hours

Emphasizing beginning speaking and comprehension skills, the course in Asante Twi is designed to provide students with the language skills necessary for fieldwork, daily social interaction, and more meaningful access to the local culture.

## Educational Excursions

Students spend extensive time at museums, artistic performances, art studios, and shrines. They experience the heart of the Ashanti nation, Ghana's colonial history, the home of the Anlo Ewe, and the country's northern region, with its distinct political, economic, artistic, and social characteristics. Students have multiple opportunities to engage with local experts in the production of Ghanaian art forms across the country. Excursion sites typically include:

- Kumasi
- Cape Coast and Elmina
- Tamale
- Volta Region

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a research methodology and ethics course focused on providing students with the essential tools required to conduct independent study from a multidisciplinary perspective in the visual or performing arts in Ghana.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Accra, Kumasi, or another approved location in Ghana. The ISP may comprise a field-based research project; a creative ISP featuring visual, textual, or performing arts; or a practicum-based ISP with an arts NGO. Sample topics include:

- Religious expression in traditional arts
- Ghanaian film industry and regional film production
- Urbanization and artistic expression
- African theater for development

**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



## A Lasting Influence

Inspired by the research she conducted on a rite of passage ritual in Ghana, alumna **Julia Katz Terry** designed an arts program that introduces middle school youth to coming-of-age traditions from around the world. The program is designed to inspire youth to create their own art and ritual that explore and affirm who they are and whom they wish to become. For the past eight years, Julia has directed the program Art of Growing Up out of the Philadelphia-based community arts organization ArtWell.

# 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. Consider demographics, public health education, HIV/AIDS, health issues of orphaned and vulnerable children, women's healthcare needs, differential access to healthcare, and mental healthcare, among other topics, in various cultural contexts.*

This program may have location and/or curriculum changes beginning in spring 2015.

## Coursework

### Health and Human Rights in Kenya

IPBH 3000 / 3 credits / 45 class hours

This seminar explores theoretical links between access to and reliance on Kenyan healthcare services and the conceptions of human rights of individuals and communities in a Kenyan social context.

### Urbanization and Public Health

IPBH 3500 / 3 credits / 45 class hours

In this seminar, students examine health and the city in a Kenyan context through the hands-on exploration of the interplay between healthcare, human rights, and urban spaces in Africa.

### Kiswahili

SWAH 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the Kiswahili language course emphasizes speaking and comprehension skills through classroom and field instruction with an aim to develop student proficiency in the language.

## Educational Excursions

Students visit multiple sites in Nairobi, Mombasa, and elsewhere in Kenya from which they interrogate issues of health and human rights. Excursions throughout Kenya—such as to Lamu and Malindi on Kenya's Indian Ocean coast, and to the inland port city of Kisumu on Lake Victoria—provide comparative perspectives on health and human rights.

Excursion sites may include:

- United Nations Environment Program
- Mathare Youth Sports Association
- UN HABITAT
- Nyumbani AIDS hospice for HIV-positive orphans
- Malindi
- Kisumu
- Lamu
- Konza Techno City

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

The research methodology and ethics course is designed to enable students to understand field-based learning techniques and the critical cross-cultural and ethical issues involved in research design. The course aims to provide students with the requisite knowledge and skills to carry out mentored independent research in Kenya.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Nairobi, Kisumu, Lamu, or in another approved location. Sample topic areas:

- Health and Nairobi's informal settlements
- Housing and human rights
- Nutrition and health programming in Kisumu
- Urbanization, environmental degradation, and public health

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Nairobi

**Language Study** Kiswahili

**Homestay** Nairobi, 4 weeks

**Rural Visit/Homestay** Takaungu, 1 week

**Other Accommodations** Guest houses, hostels, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None

*“My experience in Kenya has had a profound impact on who I am as a person, a student, and as an aspiring development practitioner.”*

Hailey Chalhoub, Stonehill College

Hailey studied in Kenya with SIT in the fall of 2012. She currently works in Tanzania with 2Seeds Network, helping women find financial independence and security by starting and running their own businesses.



# 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. Analyze environmental issues in an array of ecosystems—including rainforest, dry spiny thicket, alpine and transitional forest, savannah, gallery and littoral forest, mangrove, and coral reef—and within multiple economic, socio-political, and cultural contexts.

## Coursework

### Biodiversity and Natural Resource Management

ENVI 3000 / 3 credits / 45 class hours

Conducted primarily in French, this seminar analyzes animal behavior and ecology together with environmental challenges across ecosystems in Madagascar. The course includes a focus on conservation and development strategies.

### French for Natural Sciences

FREN 2000–3000 / 3 credits / 45 class hours

Offered at two levels, the French language course focuses on oral proficiency in the context of the natural sciences with a biodiversity and natural resource management concentration.

### Malagasy

MALA 1000 / 3 credits / 45 hours

This is an introductory language course on Malagasy with an emphasis on beginning speaking and comprehension skills through classroom and field instruction.

## Educational Excursions

Excursions across the country give students direct knowledge of specialized ecological zones, rural conservation and development issues, and the challenges of integrating conservation and sustainable development. The program typically visits:

- Fort Dauphin region (program base)
- Tuléar, including the Great Barrier Reef of Tuléar
- Faux Cap region
- National parks and community-managed protected areas—Isalo, Anja, Andringitra, Ranomafana, and Andasibe
- Antananarivo—Madagascar's capital

## Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 class hours

Conducted primarily in English, this is a course in social and natural sciences research methods; students learn how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate various environmental issues.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted primarily in southern Madagascar or other approved locations, as appropriate. Sample topic areas:

- Coral reef conservation
- Community-based resource management
- Behavioral ecology of lemurs
- Use of medicinal plants

**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.

*“I loved the program’s emphasis on field research. We traveled everywhere and researched a variety of topics in completely different ecosystems. One week our group performed a botanical inventory of a section of spiny forest in the Andohahela National Park. Later we traveled to Ifotaka National Park and studied lemur behavior and habitat. Our field studies unit was a great way to see the country and learn about what makes each region unique.”*

Kate Wright, DePauw University



# Madagascar: Urbanization and Rural Development

*Study rapid urbanization and rural development efforts in Madagascar and examine the relationship between rural and urban areas. Experience the complexity of contemporary Malagasy culture and society while participating in the daily life of host communities.*

## Coursework

### Community Development Seminar: Urban and Rural Perspectives

DVST 3000 / 3 credits / 45 class hours

Conducted primarily in French, with readings in French and English, this seminar focuses on community development initiatives in urban and rural spaces. The course emphasizes strategies of adaptability and resilience, while underscoring urban and rural relationships as necessarily intertwined.

### French in the Malagasy Context

FREN 2000–3000 / 3 credits / 45 class hours

This French language course enhances students' spoken and written French abilities by focusing on Madagascar's rich cultural and postcolonial literary production in French, as well as its role in the international francophone community.

### Malagasy

MALA 1000 / 3 credits / 45 class hours

The Malagasy language course emphasizes beginning speaking and comprehension skills through classroom and field-based instruction augmented by Malagasy language practice in the homestays.

## Educational Excursions

Excursions across Madagascar reveal the country's diversity of ethnic, political, social, and ecological landscapes. The program typically includes excursions to:

- Eastern and western Madagascar, including Andasibe and Ankarafantsika national parks
- Moramanga, which played a significant role in the struggle for independence
- Tamatave (Toamasina)—commercial hub and link to international markets
- Vakinankaratra region (central highlands)

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a research methodology and ethics course conducted primarily in English that prepares students for independent study through research design, field projects, and related lectures. The course aims to develop critical cross-cultural skills necessary for successful field research in the Malagasy context.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in any approved location in Madagascar. Sample topic areas:

- Family planning at the community level
- Ethnic dimensions of rural to urban migration
- Language teaching in primary and secondary education
- Role of ombiasy (traditional healers) in Malagasy life

**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.

*“For me, the moments of wide-eyed wonder when I keep all my senses open to what is around me are when I feel the most alive, and it took my traveling to Madagascar and back to realize this truth.”*

Hannah Bassett, Tufts University

# Rwanda: Post-Genocide Restoration and Peacebuilding

*Examine the root causes of the 1994 genocide and Rwanda's ongoing efforts in fostering peace, unity, and reconciliation among its people. Learn from Rwandan and Ugandan academics as well as local and international professionals working in the areas of transitional justice, peacebuilding, and post-conflict reconciliation.*

## Coursework

### National and Ethnic Identity

AFRS 3000 / 3 credits / 45 class hours

This seminar looks at precolonial, colonial, and postcolonial processes of national and ethnic identity construction with the aim of understanding the historical circumstances leading up to the 1994 genocide against the Tutsi. An excursion to northern Uganda provides a comparison of identity politics as a precursor to conflict in the Acholi community.

### Post-Genocide Restoration and Peacebuilding

PEAC 3000 / 3 credits / 45 class hours

This seminar explores post-genocide processes of memory preservation, transitional justice, reconciliation, and good governance. The course includes an analysis of Rwanda's expanding economic development efforts. Students also examine post-conflict transformation in the Acholi community during the excursion in northern Uganda.

### Kinyarwanda

KINY 1000 / 3 credits / 45 class hours

This introductory language course utilizes formal instruction and experiential sessions to provide students with basic tools in the Kinyarwanda language needed for entry into Rwandan culture.

## Educational Excursions

The program incorporates field visits to genocide memorials, museums, commissions working toward reconciliation, other NGOs, and refugee camps. Students also spend two weeks in northern Uganda to examine post-conflict reconciliation in a very different context. Sample excursions include:

- Kigali—Gisozi Genocide Memorial and Information Center
- Mayange—Millenium Villages Project
- Butare—National University of Rwanda and Murambi Genocide Memorial Centre
- Nakivale Refugee Camp—Western Uganda
- Gulu—Northern Uganda

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course intended to provide students with an overview of methodological field-study approaches within the local cultural context, giving students the tools necessary to conduct ethical field research in Rwanda.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in Rwanda, the ISP may comprise a standard field-based research project, a creative ISP, or a practicum-based ISP. Sample topics include:

- Refugees and displaced people in the Great Lakes Region
- Democracy and freedom of speech in post-genocide environments
- Transnational conflicts and their impacts on the economic and social developments of a country
- Indigenous mechanisms of conflict resolution

**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** None. However, emotional maturity is necessary, as studying genocide and its aftermath 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.



*“My senior thesis utilized my ISP research as a stepping stone to further investigate the broader geopolitical relationship between Rwanda and the DRC as it specifically relates to cross border ethnic/national identities.”*

Tigranna Zakaryan, The Evergreen State College

During her senior year, Tigranna presented her research at the International Journal of Arts & Sciences Conference and to the broader Evergreen community. She wants to continue her education and work within the realm of refugee and migration management.

# Senegal: National Identity and the Arts

*Discover the enormous contribution to African arts and cultures made by Senegal, a country that has inspired centuries of poetry, music, literature, dance, and visual arts. Advance your French, learn introductory Wolof, and live with different Senegalese families in urban and rural parts of the country.*

## Coursework

### Arts, Identities, and Urban Cultures in Senegal

AFRS 3000 / 3 credits / 45 class hours

Conducted primarily in French, this seminar explores Senegalese arts, identities, and urban cultures through nationalist and cosmopolitan/afropolitan lenses. Beginning with the local socio-political milieu, the course extends from Senegal's regionally and globally renowned intellectual and artistic contributions to street arts and the role of performance and aesthetics in Senegalese life.

Students enroll in two of the following three courses (see asterisks):

### Visual and Performing Arts Studio\*

ARTS 2000–3000 / 3 credits / 45 class hours

This is an elective course in the visual or performing arts that provides an in-depth opportunity to work directly with master practitioners in a studio setting in Dakar. Areas of focus typically include sculpture, ceramics, painting, bronze, sous-verre, textile arts, furniture-making, dance, musical performance, instrument-building, fashion design, photography, film, or theater.

### French in the Senegalese Context\*

FREN 2000–3000 / 3 credits / 45 class hours

Focusing on the rich and diverse Senegalese cultural and artistic production in French, this elective course enhances students' oral proficiency through an emphasis on the skills needed to interact with local artists and cultural workers. The course illuminates everyday Senegalese life through local French-language literature.

## Educational Excursions

Students experience Senegal's rich cultural diversity through direct exposure to music, dance, traditional and contemporary practices, and everyday life in different ethnic communities throughout the country. Excursion locations typically include:

- Kédougou and surrounding villages (ethnic minorities excursion and community work)
- Saint Louis (historical and colonial Senegal)
- Mbour (Petite Côte)
- Gorée Island and the Slave House

## Wolof\*

WOLO 1000 / 3 credits / 45 class hours

This elective language course reveals the dynamism of Wolof. Students study the cultural contributions of Wolof language to Senegal and gain the communication skills needed to engage with Senegalese in Dakar and elsewhere. The course emphasizes speaking and listening comprehension skills through classroom and field instruction. Language practice with Wolof-speaking host families during the homestays augments formal instruction.

## Research Methods and Ethics in the Arts

ANTH 3500 / 3 credits / 45 class hours

This research methodology and ethics course, conducted primarily in English, aims to equip students with the necessary tools to carry out ethically and methodologically sound independent research related to arts, identities, and urban cultures. The course provides opportunities to engage in structured workshops with leading artists and artisans to build knowledge in various Senegalese artistic forms.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Dakar or in another approved location in Senegal. 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 topics include:

- Ethnomusicology and traditional instruments
- Music as a form of resistance and site of political transformation
- Senegalese hip-hop, education, and youth culture in Dakar
- Healthcare for the mentally ill through an art therapy lens

**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.



## Learn to Create and Perform a Variety of West African Art Forms

Students experience Senegalese art, music, and dance through workshops in djembe, batik, reverse glass painting (sous-verre), bronze sculpture, wood sculpture, ceramics, and traditional Senegalese instruments such as the kora (pictured) and tama, or talking drum. Students seeking additional hands-on learning opportunities are encouraged to select the Visual and Performing Arts Studio elective to focus on a local art form of their choosing under the guidance of a master practitioner in a Dakar studio setting.

# 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. Consider how various health paradigms—ranging from biomedical to holistic—and health policies have achieved mixed results in addressing the healthcare needs of South Africans.*

## Coursework

### Approaches to Community Health in South Africa

IPBH 3000 / 3 credits / 45 class hours

This seminar covers essential social, historical, and political features of South Africa as well as critical topics related to health promotion and provision, including health communication, traditional healing, rural health, and social justice.

### The Practice and Provision of Community Health in South Africa

IPBH 3005 / 3 credits / 45 class hours

Through a combination of lectures, practicum experience, readings, and site visits in urban and rural locales, students look at the practice of prevention and promotion of healthcare, come to understand rural healthcare delivery, and examine and assess specific health issues in South Africa.

### isiZulu

ZULU 1000 / 3 credits / 45 class hours

The intensive language course focuses on beginning speaking and comprehension skills through classroom and field instruction to facilitate students' immersion into Zulu culture.

## Educational Excursions

The program includes excursions to **Cape Town, Johannesburg,** and **several areas in urban and rural KwaZulu-Natal.** Students visit government clinics, community health centers, special needs schools, and healthcare facilities run by NGOs.



### Social and Community Health Research Methods

ANTH 3500 / 3 credits / 45 class hours

This course introduces students to the Independent Study Project, teaches the concepts of learning across cultures and from field experience, and provides students with the core tools for use in constructing and deconstructing public health research in South Africa.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Durban or in another approved location in South Africa. Students choose between a research-based, practicum-based, or creative ISP grounded in the South African context. Sample topics include:

- Sociological consequences of HIV/AIDS
- African refugees' and asylum seekers' access to health services
- Sustainable development and healthcare
- Indigenous healing practices

**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; Nzinga, 3 days; Sandanezwe, 3 days

**Other Accommodations** Hostels, private homes, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None

*“I am excited to continue my global health education and learn even more about the field. I hope to return to South Africa and work in community healthcare, with a focus on infectious disease.”*

SIT alumna **Margaret Variano** (Tulane University) is a strong example of the achievements of SIT students. Her article “A Look into the Realities and Complexities of Tuberculosis as Observed amongst Zulu Populations of Durban, South Africa,” based on her ISP research, was published in *The Journal of Global Health* (fall 2013). Margaret will be starting graduate school in international health programs in the Department of Global Health Systems and Development at Tulane University School of Public Health in fall 2014.

# South Africa: Multiculturalism and Human Rights

Explore issues of multiculturalism, ethnicity, and identity in the context of South Africa, from historical and contemporary perspectives. Experience South Africa's diversity through the program's strong homestay component—live with isiXhosa-speaking families in Langa Township in Cape Town and in the rural Eastern Cape (Tshabo) and Afrikaans-speaking families in Stellenbosch and Bo Kaap.

## Coursework

### Multiculturalism and Human Rights in South Africa

AFRS 3000 / 3 credits / 45 class hours

This seminar examines the historical background to South Africa's apartheid system; how apartheid shaped and continues to impact social policy in South Africa; the visions for post-apartheid South Africa; and the political, economic, and social structure of the future South Africa.

### Narratives of Identity and Social Change

SOCI 3000 / 3 credits / 45 class hours

This seminar investigates social change in education, language use, land, social justice organizations, rural development, social welfare NGOs, and tourism in three cultural contexts: Xhosa, Coloured/ Khoe, and Afrikaner. It also looks at critical identity markers such as gender, sexual orientation, and class, among others.

### isiXhosa

XHOS 1000 / 3 credits / 45 class hours

This intensive language course focuses on beginning speaking and comprehension skills through classroom and field instruction. It aims to facilitate students' immersion into Xhosa culture.

Students also receive introductory oral Afrikaans instruction.

## Educational Excursions

The program includes excursions that traverse South Africa's cultural tapestry from Johannesburg to the Eastern and Western Cape. Excursion sites include:

- Robben Island
- Stellenbosch
- Langa Township
- The San Community
- Bo Kaap

Students also have day excursions to museums, historical sites, self-help schemes, and community organizations around Cape Town.

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course enables students to understand field-based learning techniques and critical ethical issues involved in the research process and its design, while providing the requisite knowledge and skills to effectively carry out mentored independent research in South Africa.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Cape Town or in another approved location in South Africa. Sample topics include:

- The role of Afrikaans in a multilingual society
- Hate speech, racism, and freedom of expression
- Microenterprise and the new South Africa
- Perceptions of LGBT identity in Cape Town

**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** Tshabo in the Eastern Cape, 1 week

**Other Accommodations** Small hotels and hostels

**Independent Study Project** 4 weeks

**Prerequisites** None



## “Stitch by Stitch”: SIT Alumnae Help Launch a Sewing School in South Africa

SIT South Africa students Jessica Tremayne (University of North Carolina) and Ashley Wagner (Barnard College) teamed up to purchase sewing machines for their host mother, Roselina Nombhinqo Shiyani (featured left), a talented seamstress in the village of Tshabo. Shiyani wanted to teach other women in Tshabo how to sew as a way of increasing their incomes.

“In terms of sustainability, we emphasized the focus on community empowerment and instruction. While our Mama will take charge of Stitch by Stitch, it is intended for Tshabo's collective benefit.”

Jessica Tremayne and Ashley Wagner



# South Africa: Social and Political Transformation

Explore the socioeconomic, political, and cultural dynamics of South Africa—an extraordinarily diverse country in transition—and enjoy unparalleled engagement with renowned activists, intellectuals, and political leaders in the subtropical city of Durban. Consider issues of memory, reconciliation, development, and nation building as they relate to South Africa’s social and political transformations.

## Coursework

### Memory and Reconciliation in South Africa

POLI 3000 / 3 credits / 45 class hours

This seminar looks at social and political transition in the 20 years since apartheid ended through the lenses of individual and popular memory. The course integrates an emphasis on the political economy of reconciliation with analyses of the current state of the nation in an emerging democracy.

### Development, Transformation, and Nation Building

SDIS 3000 / 3 credits / 45 class hours

Taking the interconnected nature of development and nation building in South Africa as its central premise, this integrative seminar focuses on the challenges and opportunities of creating a nation. The course emphasizes the transformative effects of education, gender dynamics, and South Africa’s vibrant media landscape.

### isiZulu

ZULU 1000 / 3 credits / 45 class hours

This intensive language course focuses on beginning speaking and comprehension skills through classroom and field instruction. The course provides students with insight into Zulu culture and the communities of KwaZulu-Natal.

## Educational Excursions

Excursions allow students to explore South Africa’s socioeconomic complexity, diversity, and natural beauty, together with its regional significance. During the excursion to KwaZulu-Natal, students engage in an educational program at a high school and focus on restorative justice in the local prison system. An excursion to neighboring Mozambique offers a comparative view of divergent, contemporary, post-colonial paths. Excursion sites include:

- Mozambique
- Greater Durban area—Phoenix Settlement, Luthuli Museum, Markets of Warwick, shack dwellers settlement
- Johannesburg—Apartheid Museum, Constitutional Court, Soweto, the Mandela House
- Rural KwaZulu-Natal
- Hluhluwe-Umfolozi Game Reserve
- Cape Town—Robben Island and Table Mountain

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This research methodology and ethics course is designed to provide students with an overview of methodological field-study approaches within the local cultural context, giving students the tools necessary to conduct mentored independent field research in South Africa.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Durban or in another approved location in South Africa. Students choose between a research- or practicum-based ISP with a local organization. Sample topics include:

- Democracy as defined by South Africans
- Trade unions and their alliance with the African National Congress
- Township jazz and political resistance
- Islam and Durban’s Indian community in contemporary South Africa

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Durban

**Language Study** isiZulu

**Homestay** 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



*“I can’t begin to express how much I learned—both academically and personally—during my time on this program. I applied many of the concepts that I learned to my senior thesis—awarded the Johns Hopkins’ Arthur Kouguell Memorial Prize—and my experiences on the Durban docks continued to serve as a major asset during all of my job interviews.”*

Benjamin Mays, Johns Hopkins University

# Tanzania: Wildlife Conservation and Political Ecology

*Explore the balance between ecological concerns and socioeconomic objectives in the vast wilderness expanses of northern Tanzania. Explore the country's diverse human and natural environments through seminars and field visits to nature reserves and conservation areas.*

## Coursework

### **Wildlife Conservation and Political Ecology Seminar** ENVI 3000 / 4 credits / 60 class hours

This seminar examines the relationships between ecological parameters, socioeconomic objectives, and cultural transitions from multi-scale/actor perspectives in various northern Tanzanian landscapes.

### **Environmental Research Methods and Ethics** ENVI 3500 / 4 credits / 60 class hours

This is a seminar in environmental research methods and ethics concerning both the social and natural sciences. The focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues in preparation for the Independent Study Project.

## **Kiswahili**

SWAH 1000–2000 / 4 credits / 60 class hours

The language course emphasizes speaking and comprehension skills through classroom and field instruction. It is designed to develop students' oral proficiency and communication skills in Kiswahili and their ability to understand cultural aspects of Tanzanian society.

## **Independent Study Project (ISP)**

ISPR 3000 / 4 credits / 120 class hours

Conducted in Arusha, Moshi, or surrounding areas or in another approved location in Tanzania. Sample topic areas:

- Perspectives on management options in designated wildlife areas
- Arusha youths' views on population and environment
- Behavior of *Colobus guereza* in Sagara Forest
- Vegetation analysis of elephant damage at Ndarakwai Ranch

**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

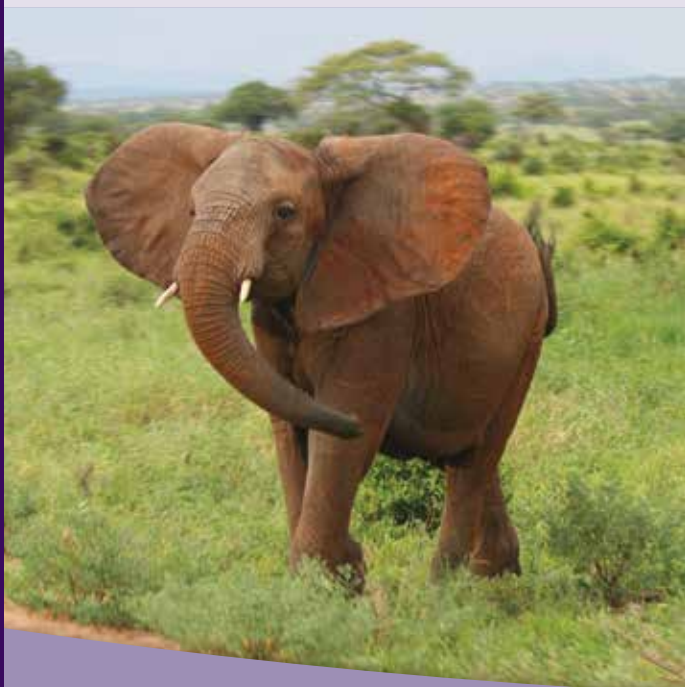
**Independent Study Project** 4 weeks

**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.

## **Educational Excursions**

The program includes a 14-day safari to national parks and conservation areas. Excursion sites typically include:

- Serengeti, Tarangire, and Lake Manyara national parks
- Ngorongoro Crater Conservation Area
- Mazumbai Forest Reserve
- Ndarakwai Ranch
- Loliondo Game Controlled Area
- Enashiva Nature Reserve



*“Looking back on the program, I would call it a ‘watershed’ moment in my life. I knew I was interested in travel and conservation, but after my experience in Tanzania, I had a passion for it. The living experience and field visits opened my eyes to how complex the problems of poverty, development, and conservation were. Don’t underestimate the significance of your SIT experience.”*

SIT Tanzania alumna Karen Fadely  
Karen now works within the Environmental and Social Performance group at the Millennium Challenge Corporation.

# 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: the Zanzibar islands of the western Indian Ocean. Learn to reframe notions of sustainability in relation to local population needs, perspectives, and values.*

## Coursework

### Coastal Ecology and Natural Resource Management Seminar

ENVI 3000 / 4 credits / 60 class hours

This seminar investigates coastal ecology and natural resource management in Zanzibar, Pemba, and coastal Tanzania. Students examine the impact of human activity on the environment and the ways in which thoughtful and sustainable management of natural resources can serve both human and environmental interests.

### Environmental Research Methods and Ethics

ENVI 3500 / 4 credits / 60 class hours

This is a course in environmental research methods and ethics in preparation for the Independent Study Project. It emphasizes research design, appropriate field methodologies, and ethics in the context of fieldwork. It also stresses the importance of cultural differences and the human context as fundamental elements of an ecosystem.

## Educational Excursions

Students examine the consequences of ecotourism on coastal forests and ecosystems. The program typically spends time at the following locations:

- Pemba Island and Misali Island Conservation Area
- Tanzanian mainland (including time at Mikumi National Park)
- Chumbe Island Coral Park Ecotourism Project and Reserve
- Jozani Forest
- Zanzibar Butterfly Centre

## Kiswahili

SWAH 1000–2000 / 4 credits / 60 class hours

The Kiswahili language course emphasizes speaking and comprehension skills through classroom and field instruction. It aims to develop students' proficiency and communication skills in Kiswahili and to deepen their understanding of the cultural aspects of Zanzibari society.

## Independent Study Project (ISP)

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

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Stone Town, Zanzibar

**Language Study** Kiswahili

**Homestay** Stone Town, 4 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.

## Program highlights include:

- Marine biodiversity module focused on field methodology at two marine reserves (Mbudya Island and Sinda Island) and an unprotected reef (Bawe Reef)
- Extensive wildlife exposure during visits to the Zanzibar Butterfly Centre, Jozani Forest, and Mikumi National Park
- Snorkeling excursions off Bawe, Changuu, Misali, Mbudya, and Sinda Islands that complement lectures and class discussions to introduce and reinforce aquatic research methods
- Program base in the city of Stone Town, a UNESCO World Heritage Site
- Onsite learning at the University of Dar es Salaam's (UDSM) Institute of Marine Sciences, in Zanzibar, plus one week at the department of aquatic sciences and fisheries at UDSM's main campus

# Uganda: Development Studies

*Examine development in theory and practice throughout Uganda, while engaging with current concepts and debates in development studies in the vibrant context of Kampala. Conduct a field-based research project or an in-depth, hands-on practicum with entrepreneurs or with an international or grassroots development agency.*

## Coursework

### Development Studies Seminar

AFRS 3000 / 4 credits / 60 class hours

This integrative seminar engages students with concepts and current debates in development studies, with an emphasis on their relevance to development approaches in Uganda and, more broadly, East Africa. The course includes a two-week in-depth study of an elective based on the student's choice. Elective options include public health and development, environment and development, gender and microfinance, entrepreneurship, and grassroots development.

### Luganda

LUGA 1000 / 3 credits / 45 class hours

The primary role of Luganda language training is to provide students with the principal tools needed to gain insight into Uganda's many cultures and Luganda-speaking communities.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course is designed to provide students with the theoretical and practical frameworks necessary to undertake independent

field-based research or to pursue a practicum experience with a development organization in Uganda. The emphasis is on qualitative approaches to research with a focus on participatory rural methodologies.

### Independent Study Project (ISP)

ISPR 3000 / 6 credits / 180 class hours

Conducted in Kampala or another approved location in Uganda. Students have the option to pursue a six-week research- or practicum-based ISP. For the latter, students select a development organization or social entrepreneurship venture, identified through the program's academic director, with which to complete the practicum. Both research- and practicum-based ISPs provide the opportunity to analyze development theories using data and reflections from field-based experience. Sample topic areas:

- Environmental conservation and development
- Rural finance self-help groups and poverty alleviation
- Decentralization, participatory processes, and community empowerment
- Health, education, and the effectiveness of the Millennium Villages Project

## Educational Excursions

Through a comparative excursion to Rwanda and field visits to rural areas of Uganda, students explore what lies beyond the rhetoric of the "development industry" and learn about the diverse strengths and needs of this changing nation and region. Major excursions include:

- **Rwanda**—comparative analysis of Rwanda and Uganda's significantly different approaches to development
- **Western Uganda**—Millennium Development projects, special economic zones, and free trade areas
- **Eastern Uganda**—street children project, rural water schemes, health facilities addressing epidemics

Students also visit sites of historical, cultural, and ecological significance throughout Uganda.

**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.



*“Studying abroad with the SIT Uganda: Development Studies program was a valuable experience that has helped me find a niche in the development field!”*

Emily Johnson, Beloit College

# 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. Study the challenges associated with displacement and get a comparative look at conflict during the excursion to neighboring Rwanda.*

## Coursework

### Contextualizing Conflict in Northern Uganda

AFRS 3000 / 3 credits / 45 class hours

This seminar examines issues of national and ethnic identity and the role of these constructions in conflict, particularly in Northern Uganda. The course incorporates a regional view of conflict highlighted by an excursion to Rwanda with a focus on post-genocide transformation.

### Post-Conflict Transformation

PEAC 3000 / 3 credits / 45 class hours

Adopting a comparative approach, this seminar explores the contemporary circumstances of post-conflict transformation and peacebuilding in Uganda and Rwanda. Students consider internally displaced persons (IDPs) and refugees and analyze institutional and cultural processes of peace restoration and community building.

### Acholi

ACHO 1000 / 3 credits / 45 class hours

The language course emphasizes introductory speaking and comprehension skills through classroom and field instruction. The course is designed to give students a deeper understanding of Acholi culture and integrate students into their host communities more effectively.

## Educational Excursions

The program typically includes the following excursions:

- Field visits to former sites of IDPs in northern Uganda
- Refugee settlements in western Uganda
- Museums, sites of collective memory and genocide memorials in Rwanda, and organizations working in the areas of community building and transitional justice.

Excursions to different areas of Uganda provide a better understanding of the country's diverse ethnic and cultural makeup.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course intended to prepare students for the Independent Study Project. The course provides students with an overview of methodological field-study approaches within the local cultural context, giving students the tools necessary to conduct ethical field research in Uganda.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Gulu or another approved location in Uganda. Students have the option to pursue a research- or practicum-based ISP. Sample ISP topic areas and practicum sites:

- Land conflicts, Refugee Law Project
- Trauma counseling, The African Centre for Treatment and Rehabilitation of Torture Victims
- Traditional justice systems, Justice and Reconciliation Project
- Women's economic empowerment, Gulu Women Economic Development & Globalization

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Gulu

**Language Study** Acholi

**Homestay** Gulu, 4 weeks

**Rural Visit/Homestay** Kitgum, 1 week

**Other Accommodations** Hostels, guest houses, or small hotels

**Independent Study Project** 4 weeks

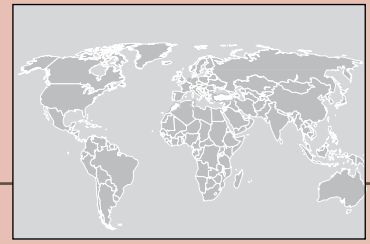
**Prerequisites** None. However, emotional maturity is necessary as studying conflict and its aftermath may be difficult and upsetting.



## Excellence in Undergraduate Research

SIT Uganda program alumna Madison Stevens (Franklin University, Switzerland) was a 2013 winner of the Forum on Education Abroad's Undergraduate Research Award for her Independent Study Project: "Lara Ngom ii Acoli: Identifying Root Causes and the Impact of Cultural Cataclysm on Land Conflict Resolution in Nwoya District, Northern Uganda." She presented her research at the Forum conference in San Diego, CA.

# NORTH AFRICA and the MIDDLE EAST



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MOROCCO



SIT Study Abroad has six semester programs based in the Middle East and North Africa. The map below highlights the countries in which these programs are based as well as the countries to which our Middle East and North Africa programs travel on excursion. Select program excursion locations within each country are also indicated. Please see the individual program pages in this catalog or on the SIT Study Abroad website for more details pertaining to each of our Middle East and North Africa programs.



# Jordan: Health and Community Development

*Examine the impact of regional conflicts on healthcare systems and determinants of health in Jordan. Consider the health status of Jordan population groups including refugees and forcibly displaced persons. Explore the role of UN agencies, international aid organizations, and civil society associations in facilitating healthcare access to refugees and displaced populations seeking asylum in Jordan.*

## Coursework

### Healthcare Systems and Policy in Jordan

MDES 3000 / 3 credits / 45 class hours

This seminar introduces students to health realities in Jordan and to the government's efforts in building a modern healthcare infrastructure. The seminar provides a background to Jordan's health system and focuses on the challenges health professionals face, such as chronic and non-communicable health problems, and also the accessibility of healthcare for refugees and displaced persons.

### Health, Environment, and Community Development

MDES 3500 / 3 credits / 45 class hours

This seminar addresses the relationship between health, environment, and social development through an examination of the social determinants of health, access to health services, environmental protection, and alternative medical resources. The seminar also focuses on the link between poverty and health risks and the impact of refugees on social and environmental determinants of health.

### Arabic

ARAB 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the language course emphasizes speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. A component on Jordanian Colloquial Arabic is also part of the course.

## Educational Excursions

Educational excursions allow students to explore the role played by state health institutions, international relief agencies, and civil society associations in facilitating healthcare access to refugees and disenfranchised segments of the population. Students experience the sharp contrasts between urban and rural healthcare services and lifestyles and investigate the emergence of Jordan as a major center for medical treatment. In Istanbul, students learn about Turkey's healthcare system and health services available to Turkey's poor and minority populations. Excursions typically include:

- Badia (Bedouin community)
- Dana Nature Reserve, Petra, Wadi Rum, Aqaba, and the Dead Sea
- Istanbul, Turkey

## Learn Firsthand through Field Visits to Health Facilities across Jordan

Field visits provide students with the opportunity to learn, analyze, and assess Jordan's health infrastructure and alternative medical treatment resources in different locations, including refugee camps. Students make numerous educational field visits in Amman and across Jordan to community development and environmental sustainability projects and to health facilities providing healthcare to local and refugee populations. In Istanbul, students visit the University Hospital and the Faculty of Medicine at the University of Istanbul and discuss with their Turkish peers the specificities of the health systems in Jordan and Turkey.

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This seminar introduces students to field research methods and to the ethics involved in the study of health-related issues. The seminar addresses the various tools of interviewing and data gathering and the ethics of conducting research with diverse samples including government health policymakers, health professionals at international health institutions, and vulnerable persons such as refugees.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Amman or another approved location in Jordan appropriate to the project. Sample topic areas:

- Mental healthcare provision available to various populations including refugees
- Medical tourism and local development
- Impact of water shortage on the health of refugees and Bedouin tribes
- Religion and the prevention of sexually transmitted diseases

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Amman

**Language Study** Arabic

**Homestay** Amman, 12 weeks

**Rural Visit/Homestay** Badia area (Bedouin community), 5 days

**Other Accommodations** Hostels, research institutes, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None





# Jordan: Modernization and Social Change

**Examine critical issues in the Hashemite Kingdom of Jordan, a moderate Arab state confronting political responsibilities, modernization, social change, and the effects of regional conflicts and an ensuing refugee crisis. Learn or greatly advance listening, speaking, reading, and writing skills in Modern Standard Arabic.**

## Coursework

### Modernization and Social Change

MDES 3000 / 3 credits / 45 class hours

This seminar looks at the major national and international factors shaping contemporary Jordan, including the rapid transformation of land and technology; shifting identities and gender roles; economic, political, and social development practices and regulations; youth, media, and religion; and refugees and asylum seekers.

### Arabic

ARAB 1000–3000 / 6 credits / 90 class hours

Offered at different levels, the language course emphasizes speaking, reading, and writing skills in Modern Standard Arabic (fusha) through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design seminar structured to provide students with an overview of methodological field-study approaches and the tools necessary to conduct independent field research in Jordan in observance of local cultural and ethical considerations.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Amman or another approved location in Jordan appropriate to the project. Sample topic areas:

- Jordan and foreign policy
- The Arab Spring, refugees, nongovernmental organizations, and the Jordanian internal arena
- Women's participation in politics and civil society
- Environment, resources, and sustainable development

## Educational Excursions

Excursions reveal Jordan's ancient history and present-day processes of modernization and social change while giving students new contexts to advance their Arabic. Excursions outside Amman allow students to experience the sharp contrast between urban and rural life in Jordan. The visit to Istanbul offers a comparative lens in which to assess Jordanian and Turkish social development models. Excursions typically include:

- Badia (Bedouin community)
- Aqaba, Petra, Wadi Rum, Dana Natural Reserve, and Bier Madhkour
- Istanbul, Turkey

***“Without the training I received through SIT Jordan, I would not be in the position I am today to pursue a career in economic development.”***

Shawn Harris, University of California, Santa Cruz

With guidance from SIT faculty, Shawn recorded a large catalog of Bedouin agricultural practices and assembled a plan for improving their practices in the region. The experience inspired him to continue working in the field of research and development, and he later received an internship from the Jordan Badia Research and Development Center.

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Amman

**Language Study** Arabic

**Homestay** Amman, 12 weeks

**Rural Visit/Homestay** Badia area (Bedouin community), 5 days

**Other Accommodations** Hostels, research institutes, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None



# Morocco: Field Studies in Journalism and New Media

*Advance your skills in journalism by studying under the expert guidance of professional journalists in an international environment. Learn from leading Moroccan scholars and experts in fields ranging from politics to art and culture.*

## Coursework

### Contextual Studies in Journalism: Morocco and North Africa

JOUR 3000 / 4 credits / 60 class hours

This seminar combines lectures on journalism in the context of Morocco and North Africa and key issues of Moroccan society. The seminar covers the history of journalism in the region since Morocco's independence in 1956, the role that journalism and broadcast media play in the development of individual and public liberties and a democratic mode of governance, and the role of social media.

### Arabic or French

ARAB 1000–3000 / 3 credits / 45 class hours

FREN 2500–3000 / 3 credits / 45 class hours

The program offers Modern Standard Arabic and French language courses. Students choose between the two language options—see above for the levels offered in each language. The French language courses are focused on media and communications; the Arabic courses are designed to prepare students to engage in everyday communication. Students who enter the program with intermediate high or advanced skills in French or Arabic may be able to produce their Independent Study Project in Journalism in French or Arabic.

### Field Ethics of Journalism in Morocco

JOUR 3500 / 3 credits / 45 class hours

This three-part seminar 1) introduces students to the intricacies of 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 a regional environment.

### Independent Study Project in Journalism (ISPJ)

ISPJ 3000 / 6 credits / 180 class hours

Students propose, research, and execute a full-length feature—in the media format of their choosing—which will be considered for publication or broadcast in an actual media outlet. Students are mentored by professional journalists and paired with English-speaking Moroccan journalism students. Recent story topics include:

- Music and politics
- Women's fight for inheritance rights
- Spanish migration to Morocco
- The desert marathon

## Educational Excursions

Excursions give students excellent opportunities to develop new entries in their field notebook and identify potential stories for the Independent Study. Sites visited typically include:

- Meknes, Fès, Marrakech, Errachidia, Rissani, Merzouga, Ouerzazate, the High Atlas Mountains (imperial excursion)
- Rural Morocco—Students compare and contrast rural versus urban lifestyles during the one-week stay in a rural village. This excursion often provides new perspectives—and story ideas—related to girls' education, migration, water, and infrastructure needs.

## Craft an Original, Feature-Length Story for a Global Audience

Students spend the majority of the semester finding, researching, and executing a story topic of their choosing under the expert guidance of journalists from Morocco and Round Earth Media.

Published pieces by students in 2014 include:

- *The Chronicle of Higher Education* and Al-Fanar Media, “Do Human Evolution and Islam Conflict in the Classroom?” Sadia Khatri, Mount Holyoke College
- *GlobalPost*, “What it means to be ‘Amazigh’ in Morocco” JP Keenan, Ithaca College
- Al-Fanar Media, “In Morocco, Immigrants’ Children Face Educational Barriers” Imani Brammer, Ithaca College
- *The Christian Science Monitor*, “Stranded in Morocco, Syrians join African migrants in storming Europe’s door” Ella Bańka, Duke University
- *GlobalPost*, “Guerrilla filmmakers celebrate anniversary of Morocco’s ‘Arab uprising’” Allison Shirk, University of Nebraska–Lincoln

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Rabat

**Language Study** Arabic or French

**Homestay** Rabat, 12 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.



# Morocco: Migration and Transnational Identity

*Explore the effects of human mobility on local communities, global politics, and transnational economies. Examine firsthand the experiences of sub-Saharan African asylum seekers and Syrian refugees and learn about the impact of remittances on rural communities in the High Atlas and Rif Mountains. Contextualize the social and psychological impact of migration through discussions with Moroccan residents in the Netherlands.*

## Coursework

### Migration and Transnational Identity

AFRS 3000 / 3 credits / 45 class hours

This seminar explores the theme of migration and mobility, utilizing a multidisciplinary approach that considers core issues of local and global cultural politics and development policies in the context of transnationality. The seminar addresses the impact of remittances on rural communities and implications of mobility and displacement on human rights through the case of refugees and asylum seekers in Morocco originating from sub-Saharan Africa and Syria.

### Arabic

ARAB 1000–3000 / 6 credits / 90 class hours

Offered at different levels, the language course emphasizes 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 or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This seminar provides students with the necessary conceptual and methodological tools to undertake field study in Morocco. Students also learn about ethical norms and procedures of conducting research with vulnerable populations such as refugees and undocumented migrants.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Rabat or in another approved location in Morocco appropriate to the project. Sample topic areas:

- **Creating a common culture among Moroccans and sub-Saharan Africans through Gnawa music**
- **The relationship between the Kingdom of Morocco and its residents abroad**
- **Consequences of irregular migration on racial perceptions**
- **Unpacking the social, cultural, and historical aspects of Moroccan migration**

## Educational Excursions

The program includes a major excursion to **Amsterdam and the Hague in the Netherlands**, giving students a fascinating opportunity to examine the complex impact of migration on both the sending and host countries. The program also travels to Morocco's northeast to enable students to situate migration in its cultural, historic, and economic contexts.

Excursions within Morocco typically include:

- **Nador**—a border town linked to the Spanish enclave Melilla
- **The Rif Mountains**
- **The city of Al Hoceima**
- **Badis**—an island and military outpost administered by the Spanish central government
- **Village stay in the Beni-Mellal region (central Morocco)**

## Morocco's Growing Importance to Migration Studies

Located at the crossroads of Europe, Africa, and the Middle East, Morocco is becoming a destination for refugees from Africa, south of the Sahara, and Syria and expatriates from Europe, after having been for decades a migrant-sending country to Europe. Morocco's diverse history, culture, and politics are being increasingly illuminated both by the number of migrants trying to reach "fortress" Europe, through the Moroccan-Spanish border, and by the efforts of individuals trying to settle in Morocco.

***"It was the best decision in my college career to take part in SIT Morocco."***

Karolina Dos Santos, Harvard College

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Rabat

**Language Study** Arabic

**Homestay** Rabat, 12 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.



# 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. Consider gender issues by looking at women's roles in contemporary Moroccan society and Moroccan feminism.*

## Coursework

### Multiculturalism and Human Rights in the Context of the Arab Spring

AFRS 3000 / 3 credits / 45 class hours

This seminar introduces students to the major current debates in Morocco on the question of multiculturalism and human rights, focusing on the new political, cultural, and transnational context in the wake of the Arab Spring.

### Arabic

ARAB 1000–3000 / 6 credits / 90 class hours

Offered at different levels, the language course emphasizes 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 or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This seminar provides firsthand knowledge about the richness and challenges of conducting field study in Morocco and the necessary conceptual and methodological thread that enables the student to learn from experience, to apply the knowledge and skills gained in language study and the thematic seminar, and to prepare to undertake an independent research project in observance of research procedures and ethical norms.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Rabat or in another approved location in Morocco appropriate to the project. The ISP may comprise a standard field-based research project or a creative ISP. Sample topic areas:

- International and local nongovernmental human rights organizations in Morocco
- Inheritance rights and *Itjihad*
- The culture of volunteering in Muslim countries
- Fiction and the Moroccan Jewish community

## Educational Excursions

Students gain new perspectives and insights into Moroccan culture and society through program excursions, field trips, and village stays. Topics of inquiry on excursions include Morocco's history, indigenous industries, impact of tourism, development issues, environmental problems, civil society questions, cultural diversity, and interactions between Berbers, Jews, and Arabs. Excursion sites typically include:

- The Middle Atlas
- Southern Palm Tree Valley
- Erg and Hmada deserts
- The High Atlas
- Marrakech
- Essaouira



**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Rabat

**Language Study** Modern Standard Arabic

**Homestay** Rabat, 12 weeks

**Rural Visit/Homestay** Oulmes region, 6 days

**Other Accommodations** Hostels, private homes, 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 both Moroccan and Modern Standard Arabic.

## Meet with Moroccan Students

As part of the program, students meet with their counterparts from Moroccan universities and discuss issues related to world affairs, Moroccan and American cultures and societies, and questions of stereotyping and racism.

# Tunisia: Emerging Identities in North Africa

*Examine the dynamics between modernity and tradition, Islam and constitutional democracy, technology and youth culture, and social and political transition in Tunisia. Learn or advance your language skills in Modern Standard Arabic or French.*

## Coursework

### Arab Spring and Emerging Identities in North Africa

MEDS 3000 / 3 credits / 45 class hours

Focusing principally on post-Arab Spring Tunisian society, this seminar examines transformations in local identities in the context of democratization, globalization, and recent political change.

### Youth, Media, and Social Movements

MEDS 3500 / 3 credits / 45 class hours

This seminar examines transformations in Arab popular and political culture, with an emphasis on the mutually constitutive impact of new information and communications technologies on the emergence of local and regional civil society. The seminar also addresses the role of social media in the emergence of resistance leading to the 2011 social revolution and post Arab Spring political struggle.

### Arabic or French

ARAB 1000–3000 / 3 credits / 45 class hours

FREN 1000–3000 / 3 credits / 45 class hours

Students may choose to study either Modern Standard Arabic or French. Course options are as follows: Modern Standard Arabic (multiple levels offered); French in Tunisian Contexts (beginning and intermediate levels offered); and Advanced French: North African Francophone Literature.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This qualitative research methods seminar is designed to provide students with the basic tools necessary to conceive and conduct field research in Tunisia. The focus is on field-based research skills such as interviewing, data gathering, positionality, and the ethics of fieldwork in the context of Tunisia.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Tunis or in another approved location appropriate to the project. Sample topic areas:

- Role of women's organizations in transforming feminist discourse
- Political Islam in Tunisia
- Reproductive health in Tunisia
- Illegal immigration from Tunisia after the Jasmine Revolution

## Educational Excursions

The program includes two weeklong educational excursions throughout Tunisia and short field trips within Tunis and the Cap Bon region. Students experience Tunisia's ancient history, contemporary challenges, and cultural and geographic diversity. Excursions are typically the following:

- **Tunis region:** Carthage, the Bardo archaeological museum, Tunis's medina, Nabeul, and Hammamet
- **Southern excursion:** Kairawan and the Sahara
- **Northern excursion:** Bizerta and Tabarka

## Study Abroad in the Birthplace of the Arab Spring

Tunisia may be the first Arab country to achieve a Western-style democracy and constitutes a fascinating case study of Islam's compatibility with democratic processes. As arguably the most progressive of Arab nations and one whose post-independence modernization policies have been relatively successful, Tunisia is an outstanding place to study how the contrary pulls between tradition and change are playing out in both polity and the culture of the Arab world.

**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

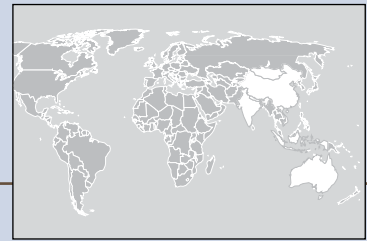
**Other Accommodations** Hostels, research institutes, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None



# ASIA and the PACIFIC



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## VIETNAM



SIT Study Abroad has 12 semester programs based in Asia and the Pacific. The map below highlights the countries in which these programs are based as well as the countries to which our Asia and Pacific programs travel on excursion. Select program excursion locations within each country are also indicated. Please see the individual program pages in this catalog or on the SIT Study Abroad website for more details pertaining to each of our Asia and Pacific programs.



# 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. Explore the terrestrial and marine ecosystems of far North Queensland and the relationship of traditional and contemporary human cultures with the environment.*

## Coursework

### Rainforest, Reef, and Cultural Ecology Seminar

ENVI 3000 / 6 credits / 90 class hours

This seminar introduces students to the natural and cultural values of the globally significant bioregions of Far North Queensland: the Wet Tropics and Great Barrier Reef World Heritage Areas. Through lectures and numerous field excursions to ecologically significant sites, the seminar emphasizes an understanding of key ecological patterns and processes involved in the evolution and biogeography of the region's diverse biota as well as the search for common principles that can be applied at the local landscape and global scale.

### Environmental Field Study Seminar

ENVI 3500 / 4 credits / 60 class hours

The primary focus of this seminar is on learning how to systematically collect, analyze, integrate, and report social and ecological data through the completion of a variety of field-based research projects. Students develop the capacity to understand and evaluate program-related environmental issues and to understand the realities of conducting scientific research in a field-based setting.

## Educational Excursions

The program's excursions are structured in a module format that is designed to integrate field observations, lectures, and direct experience with theoretical considerations learned in the classroom and from course readings. Excursions include:

- **Wet Tropics Bioregion**—rainforest ecology module, 10 days
- **Aboriginal camping excursion**—Aboriginal traditional ecological knowledge and environmental perceptions, 1 week
- **Great Barrier Reef excursion**—coral reef ecology and conservation module at the Lizard Island Research Station, 10 days

## Independent Study Project (ISP)

ISPR 3000 / 6 credits / 180 class hours

Conducted in an approved location appropriate to the project. Most ISPs are undertaken with the assistance and collaboration of Australian researchers, though some students may successfully design their own studies. Sample topic areas:

- **Approaches to controlling crown-of-thorns starfish outbreaks on the Great Barrier Reef**
- **Reforestation corridors as habitat for native wildlife**
- **Changes to fish behavior under elevated carbon dioxide levels**
- **Conservation issues affecting koalas, Tasmanian devils, and tree kangaroos**

**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.

## Live on the Doorstep of the Great Barrier Reef

During the program's 10-day stay at the Lizard Island Research Station, students spend extensive time conducting scientific surveys among the coral reefs of the Great Barrier Reef Marine Park. During snorkeling sessions, students learn underwater data collection and fish observation skills and become proficient in the identification of major coral groups and reef fish families.



# Australia: Sustainability and Environmental Action

*Acquire methods, tools, and different perspectives on how to make our societies truly sustainable. Gain critical knowledge necessary to make informed judgments about environmental issues, and learn how to apply the principles of sustainability, not only in your personal life, but in any career you choose.*

## Coursework

### Sustainability and Environmental Action Seminar

ENVI 3000 / 8 credits / 120 class hours

This seminar offers an analysis of efforts to pursue sustainability in Australia. The course inspires and empowers students to take action toward making our societies more sustainable.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field research in Australia.

### Independent Study Project (ISP)

ISPR 3000 / 5 credits / 150 class hours

Conducted in northern New South Wales or in another approved location in Australia. Students may undertake a traditional research project or, alternatively, produce a creative piece (e.g., art, film, creative writing) or undertake a practicum. All projects must relate to sustainability. Sample topic areas:

- Effect of dolphin feeding on environmental perceptions of tourists
- Permaculture as an alternative to traditional agriculture
- The role of art in promoting sustainability
- Creating effective urban community gardens

## Educational Excursions

Much of the teaching in the program takes place in the field. Learning is conducted within remote wilderness areas, national parks, and onsite sustainable housing projects. Students also have field excursions around Byron Bay and Lismore to explore temperate and subtropical rainforests, sustainable house design, organic farming, permaculture, community gardens, and renewable energy technologies.

Major excursions typically include:

- **Tasmania**—sustainability issues related to forestry hydroelectricity, tourism, mining, and protected areas
- **Aboriginal camping trip (northern New South Wales)**—led by Aboriginal elders
- **Melbourne and Sydney**—sustainability initiatives in urban settings

**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

## Join Students of Different Majors Committed to Addressing Environmental Problems

The program is based on the philosophy that environmental issues are so important in today's world that all students, irrespective of major, should be ecologically literate. Typically, just over half of the students on the program are environmental studies majors; the program also draws students from diverse fields such as fine arts, business, sociology, anthropology, economics, and political science who are inspired to believe they can make a difference and are motivated to act on environmental challenges.



# China: Language, Cultures, and Ethnic Minorities

*Study China's cultural diversity and minority relations in Yunnan Province and on an excursion to Beijing, while earning up to 10 credits for Chinese language study. Gain a deep understanding of China's rich multicultural history and broadened perspectives on the major issues and challenges confronting China today.*

## Coursework

### Chinese Culture and Ethnic Minorities Seminar

ASIA 3000 / 3 credits / 45 class hours

Conducted in English, this seminar examines China's economic complexity and the important social, historical, and economic factors shaping and sustaining China's rural and urban minority communities.

### Chinese

CHIN 1000–3000 / 6 credits / 90 class hours

After an oral proficiency examination, students are placed in the appropriate Chinese language course. All courses focus on speaking and comprehension skills through classroom and field instruction and combine practice in reading and writing Chinese script. This is a required course for all students on the program and is completed prior to the Independent Study Project.

### Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field-based projects in China.

### Independent Study Project (ISP)\*

ISPR 3000 / 4 credits / 120 class hours

Conducted in Yunnan Province or another approved location. Sample topic areas:

- The role of civil society in environmental management and conservation
- Structure of the extended family in the context of China's family planning system
- Preservation and renewal of Tibetan arts
- Growth and inequality in modern China

OR

### Chinese

CHIN 2004–4004 / 4 credits / 60 class hours

Pursued in lieu of the ISP, this intensive one-on-one or one-on-two Chinese language course is conducted during the last month of the program; combined with the required six-credit language course taken earlier in the program, this course gives students the chance to earn up to ten language credits in one semester. Students also sign a 24-hour language pledge for the duration of this course.

\* Chinese language study can be pursued in lieu of the standard, research-based Independent Study Project.

## Educational Excursions

Program excursions enhance understanding of cultural diversity and minority relations in China. Varying from term to term, excursions may include:

- **Beijing**—Examine the roles played throughout China's history by the majority Han Chinese and northern ethnic minorities.
- **Minority regions such as Weishan, Dali, Shaxi, Lijiang, and Tibetan areas in northwestern Yunnan**—Travel to less-visited sites and rural areas vital to understanding modern China's vast diversity and many inequalities.

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Kunming

**Language Study** Chinese

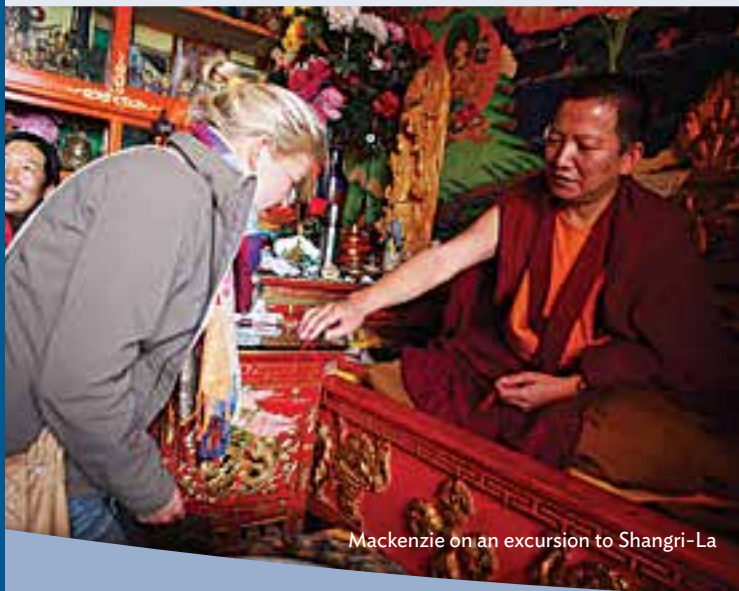
**Homestay** Kunming, 2 weeks

**Rural Visit/Homestay** Shaxi, 4–5 days

**Other Accommodations** Hostels, educational institutions, and/or small hotels.

**Independent Study Project or Chinese Language Study** 4 weeks

**Prerequisites** None



Mackenzie on an excursion to Shangri-La

## Intensive Chinese Instruction

*“Because of the language classes, I returned to my college not only more comfortable speaking Chinese, but I had also improved my level significantly.”*

Mackenzie Lilly, Connecticut College

# India: National Identity and the Arts

Explore the living legacy of an ancient civilization through its arts. Study India's visual and performing arts—its architecture, painting, sculpture, printmaking, photography, film, dance, music, and drama—in historic and contemporary contexts.

## Coursework

### National Identity and the Arts Seminar

ASIA 3000 / 6 credits / 90 class hours

This course examines the visual and performing arts of India (including architecture, painting, sculpture, printmaking, photography, film, dance, music, and drama) in historic and contemporary contexts, and explores the relationship between religion, art, and identity. This course also includes a weeklong workshop on a topic related to the program theme.

### Hindi

HIND 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the language course emphasizes 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 seminar is a qualitative research design course that provides an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct fieldwork in India.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in India appropriate to the project. Sample topic areas:

- Challenges of historical preservation in a developing society
- The expression of power in Mughal architecture
- Hanuman and traditional wrestling
- A painting survey of the Buddhist pilgrimage route

## Educational Excursions

Students experience the vibrant cultural environment of Delhi and other Indian states. Excursions typically include:

- **In and around Delhi**—historical sites and museums; music, dance, and drama performances
- **Agra and Fatehpur Sikri**—Taj Mahal and the “City of Victory”
- **Varanasi**—one of the world’s oldest cities and the most sacred city in Hinduism
- **Bodhgaya**—where Siddhartha Gautama found Awakening to become the Buddha
- **Kolkata**—the capital of British India with a rich architectural heritage from that period
- **Orissa**—Bhubaneshwar, Puri, and Raghurajpur

**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.



*“Dance, music, and visual arts are all creative expressions which provide insights and understandings that, in many cases, cannot be accurately portrayed by text alone.”*

**Nicole Petersen** from Hamline University studied on the India: National Identity and the Arts program in the fall of 2013. An abstract of research she conducted on the program was selected for presentation by the National Conferences on Undergraduate Research.

# India: Public Health, Policy Advocacy, and Community

*Explore the links between public health, policy advocacy, and community, with a focus on women, children, tribal, and other marginalized and vulnerable populations in India. Analyze case studies that illuminate the problems, prospects, and potential methods of promoting health.*

## Coursework

### Capacity Building, NGOs, and Healthcare Delivery

ASIA 3010 / 3 credits / 45 class hours

This seminar looks at Indians' access to and reliance on public health-care services. As part of the course, students engage in hands-on learning by working with an NGO or other health-related organization in India.

### Politics and Economies of Public Health

ASIA 3020 / 3 credits / 45 class hours

This seminar explores the theoretical link between access to and reliance on Indian healthcare services and the conceptions of the right to health of individuals and communities in an Indian social context.

### Hindi

HIND 1000–2000 / 3 credits / 45 class hours

Offered at different levels, the language course emphasizes speaking and comprehension skills through classroom and field instruction. Students acquire a solid foundation in standard Khari Boli Hindi to enable interaction with speakers of Hindi in North India and all over the world.

## Educational Excursions

Students visit NGO headquarters, academic and research institutes, and hospitals in urban and rural sites across northern India. Most excursions are to underprivileged areas and aim to provide a better understanding of how caste and gender-based oppression affects the lives of the poor. Excursions shed light on India's disability rights movement, Indian medicine systems (including Ayurveda, yoga, and naturopathy), maternal and child health, and successful community health models, among other topics. Excursion locations may include:

- Bagraich (Uttar Pradesh)
- Udaipur (Rajasthan)
- Jamkhed (Maharashtra)
- Varanasi (Uttar Pradesh)
- Dharamsala (Himachal Pradesh)
- Satoli (Maharashtra)

## Experience Health-Related Work through a Workshop with an Indian NGO

Students spend one week engaged with a local organization actively working for public health and positive change in India. During this workshop, students integrate fieldwork techniques—such as formal and informal interviewing and participant observation—as part of the process of understanding public health and community.



### Field Methods and Ethics in Social Science and Health

ANTH 3500 / 3 credits / 45 class hours

This qualitative research design course provides students with an overview of methodological field-study and ethical approaches and the essential tools necessary to conduct field research in India. It helps students understand how and why studies are conducted in public health; considerations for conducting such studies, including human subject issues; and how students can use public health data to acquire a better understanding of what is happening in the target society or community.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Delhi or another approved location in India. Sample topic areas:

- International, national, and regional responses to epidemics and pandemics
- Health equity and disability
- Access to reproductive and children's healthcare
- Incentive strategies and health outcomes production

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** New Delhi

**Language Study** Hindi

**Homestay** New Delhi, 9 weeks

**Rural Visit/Homestay** Remote Himalayan village in the Nainital district in Uttarakhand, 1 week (optional)

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

**Independent Study Project** 4 weeks

**Prerequisites** None

# India: Sustainable Development and Social Change

*Examine India's socioeconomic development trends and how rethinking development is gaining urgency for shaping sustainable social change. Live and study in Jaipur, a bustling hub of NGOs engaged in development projects, social justice initiatives, and political activism.*

## Coursework

### Shaping Sustainable Social Change

ASIA 3010 / 3 credits / 45 class hours

This seminar exposes students to conceptual frameworks for rethinking development and its application to the Indian context. It introduces students to successful and potential interventions aimed at engendering economic, political, and social change to address present and emerging development crises.

### Development Approaches and Distributive Justice

ASIA 3020 / 3 credits / 45 class hours

This seminar introduces India's post-independence development scenarios and offers reflection and analysis of the social justice issues of contemporary India. By critically analyzing and reflecting on past and ongoing development processes, students gain knowledge of the post-1990s Indian development experience and India's shift to liberalization and a market economy.

## Hindi

HIND 1000-3000 / 3 credits / 45 class hours

Offered at different levels, the Hindi language course focuses on the development of a working competency in Hindi with an emphasis on speaking and comprehension skills through classroom and field instruction. The course incorporates practice in reading and writing Devanagari script.

## Educational Excursions

The program includes visits to a diversity of NGO headquarters, prominent academic and research institutes, urban slums, and villages. Topics of study during excursions include gender issues, special educational rehabilitation programs, educational environments for tribal communities, capacity-building of marginalized communities, and the plight of Hindu religious minorities. Excursion and weeklong workshop locations typically include:

- Bikaner (Rajasthan)
- Jodhpur (Rajasthan)
- Varanasi (Uttar Pradesh)
- Tejgadh (Gujarat)
- Dehradun (Uttarakhand)
- Dharamsala (Himachal Pradesh)
- New Delhi

*“We had the opportunity to meet and discuss issues of international development with officials from the Indian federal government, to visit a multitude of NGOs across the subcontinent working in fields ranging from rural healthcare to sustainable energy to gender inequality, and to undertake independent study.”*

Nicky Mehtani, Rice University

## Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field research in India.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in India. Sample topic areas:

- Bhopal as a lens for globalization and the role of transnational corporate ethics
- Jaipur's solid waste management system
- Socioeconomics of water scarcity
- Leftist politics and the development of Kerala

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Jaipur

**Language Study** Hindi

**Homestay** Jaipur, 6 weeks

**Other Accommodations** Hostels, NGO facilities, educational institutions, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None



# Indonesia: Arts, Religion, and Social Change

*Examine the important roles played by Indonesia's six officially recognized religions and the arts in shaping sociocultural discourses in Bali and Java. Be immersed in the traditions and contemporary interpretations of Hindu and Islamic religious and cultural practices in the context of political transformation and tourism development.*

## Coursework

### Arts, Religion, and Social Change Seminar

ASIA 3000 / 3 credits / 45 class hours

Students explore the dynamic ways in which Balinese identity and traditional arts are changing, in both urban and rural settings, in response to the pressures of globalization and increased Balinese engagement with global networks.

### Bahasa Indonesia

INDO 1000–3000 / 6 credits / 90 class hours

After an oral proficiency examination, students are placed in the appropriate-level Indonesian language course; all courses focus on speaking and comprehension skills through classroom and field instruction. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

## Educational Excursions

Students visit historic and cultural sites, temple festivals, and other religious rituals, performances, and local ceremonies. The program also includes field visits to foundations and NGOs engaged in contemporary social challenges in Bali. Topics of study during excursions include the arts in relation to agriculture, medicine, Islam, and Indonesia's other official religions; subak societies; and Bali's religious and cultural diversity. Students meet with Indonesian peers at Udayana University during the excursion to Denpasar. Major excursions typically include:

- Yogyakarta, Central Java
- Denpasar and Udayana University
- Tabanan District
- Locations within Bali

## Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field research in Indonesia.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Bali or another approved location.

Sample topic areas:

- Contemporary youth culture and street art
- Ritual significance of gamelan music and Balinese dance
- The export of Balinese culture via tourism
- Role of women in contemporary Islamic communities of Java

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Bedulu, central southern Bali

**Language Study** Bahasa Indonesia

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

**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



## Engaging with Indonesian students

The program includes many opportunities for SIT students to meet, socialize, and work together with Indonesian peers, including on a joint field-study assignment during the village excursion to Tabanan.

# Mongolia: Geopolitics and the Environment

*Examine international relations, natural resource management, nomadic traditions, and economic growth from Mongolia's unique vantage point. Live alongside nomadic herding communities and experience some of the most pristine natural environments in the world.*

## Coursework

### Geopolitics and Development Trends

ASIA 3010 / 3 credits / 45 class hours

Students examine Mongolia's path to political and economic development and the country's current strategies for external relations and internal growth.

### Pastoralism and Natural Resource Management

ASIA 3020 / 3 credits / 45 class hours

This seminar 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.

### Mongolian

MONG 1000-3000 / 3 credits / 45 class hours

After an oral proficiency examination, students are placed in the appropriate-level Mongolian language course (beginning to advanced); all courses focus on speaking and comprehension skills through classroom and field instruction.

## Educational Excursions

The program includes visits to important Mongolian historical, religious, and natural sites to complement the interdisciplinary courses. Students also live with families in a ger (nomadic dwelling) camp stay. Excursion locations typically include:

- **Erdenet**—Mongolia's second-largest city and an important mining center
- **Erdene Zuu Monastery**—built on the ruins of Kharkhorin, the ancient Mongolian capital
- **Sainshand and Khamryn Hiid/Khamar Monastery**

*“The initial language and cultural training that I received as an SIT student gave me a foundation to build my career as an ethnographer and learn the skills required of any professional project leader. As I refine my craft of research, I often reflect on how the foundation that SIT built in me continues to positively influence my professional and personal growth.”*

Ariell Ahearn, Hartwick College



Ariell Ahearn

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field research in Mongolia.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in Mongolia appropriate to the project. Sample topic areas:

- **The concept of national security in Mongolia**
- **Environmental impacts of mining**
- **Nomadic organization in transition**
- **Buddhist painting, sculpture, and architecture**

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Ulaanbaatar

**Language Study** Mongolian

**Homestay** Ulaanbaatar, 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

## Preparing students for future success

A number of Mongolia program alumni, including Ariell Ahearn (pictured above), have gone on to conduct further research as Fulbright grantees. Today, Ariell is a PhD candidate at Oxford University.

# Nepal: Development and Social Change

*Witness the challenges Nepal faces as it works to balance tradition and progress and negotiate economic, political, and social change during a dynamic period in its history. Study how international development, political conflict, an emerging civil society, and global markets are all working to redefine Nepal in the twenty-first century.*

## Coursework

### Development and Social Change Seminar

ASIA 3000 / 3 credits / 45 class hours

This 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.

### Nepali

NEPA 1500 / 6 credits / 90 class hours

The Nepali language course focuses on the development of a working fluency in Nepali with an emphasis on speaking and comprehension skills through classroom and field instruction. The course incorporates practice in reading and writing Devanagari script.

### Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field research in Nepal.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Kathmandu or another approved location in Nepal. Sample topic areas:

- Rural development and aid
- The emergence of a middle-class society
- Human rights in post-conflict situations
- Changing food geographies and agricultural practices

## Educational Excursions

Conditions permitting, students travel in small groups to various rural sites within Nepal to interact with local communities and examine key development issues. Excursions typically include:

- Kathmandu Valley and UNESCO World Heritage monument sites
- Middle hills villages in Palpa District or the lowland tarai in the Chitwan District
- The Annapurna Conservation Area in Mustang District in the Himalayas—village stay and trekking

**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



## Learn Nepali

Students rapidly develop their speaking, reading, and writing skills in Nepali, learning from some of the best Peace Corps-trained teachers in Nepal. This language acquisition frequently enables students to conduct field-work without the need of translators. Many alumni of the program have used their Nepali language skills in support of winning Fulbright fellowships and to secure professional positions in Nepal after graduation.



# Nepal: Tibetan and Himalayan Peoples

*Examine Tibetan and Himalayan politics and religion and the contemporary issues faced by communities in exile, particularly in the case of Tibet. Explore issues of cultural change and preservation, religious revival, and [sub-]regional geopolitics.*

## Coursework

### Religious Change in Tibet and the Himalaya

ASIA 3010 / 3 credits / 45 class hours

Going beyond the typical exclusive focus on the Tibetan Buddhist aspects of Himalayan cultures, this seminar investigates the dynamics of a multitude of beliefs and practices among the diverse Himalayan populations.

### The Politics of Tibetan and Himalayan Borders

ASIA 3020 / 3 credits / 45 class hours

While delineating Tibetan Himalayan core histories, this seminar's topics range from the micropolitics of everyday life in an exile community to the geopolitics between India and China, framing themes such as individual identity and language politics.

### Tibetan

TIBE 1000 / 3 credits / 45 class hours

The Tibetan language course focuses on the development of a working fluency in Tibetan language with an emphasis on speaking and comprehension skills through classroom and field instruction. The course includes practice in reading and writing the Tibetan script.

## Educational Excursions

Program excursions enhance understanding of Tibetan civilization, Himalayan cultural traditions, urban and high-altitude rural communities, and the refugee and exile experience. Varying from term to term, excursions may include:

- Tibetan communities in Nepal outside the Kathmandu Valley, such as Pokhara or Solu Khumbu
- Himalayan (Tibetan-oid/-ish) peoples in Nepal, e.g., in Mustang, Yolmo, and Tsum
- Tibetan settlements and Himalayan places in India, such as Dharamsala (where SIT has a branch program center), Ladakh, or Sikkim
- Bhutan (spring semester only)
- The Tibetan Autonomous Region in the People's Republic of China (conditions permitting)

## Conduct Fieldwork with Tibetan and Himalayan Students

SIT students are paired with a Tibetan/Himalayan youth NGO in Boudha, Nepal, and with university peers in Bhutan (spring semester only), giving students fascinating opportunities to test theories with their contemporaries, practice interviewing with translators, and network in preparation for the ISP.

## Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides an overview of methodological field-study approaches within the local cultural context, giving students the essential tools and experience necessary to conduct field research in Nepal or India (or in Bhutan in the spring semester).

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted within Tibetan and Himalayan communities in Nepal; in Dharamsala, India; or in another approved location in India. Spring semester students may be able to conduct ISP research in Bhutan. Sample topic areas:

- The changing status of women in Buddhist monastic life
- The economy of Sherpas and mountaineering tourism
- Traditional arts (with apprenticeship) in Bhutan
- Youth identity in the Tibetan diaspora

**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



# Samoa: Pacific Communities and Social Change

*Examine the social, economic, and political impacts of westernization and globalization in the Pacific Islands. Acquire diverse perspectives on social change and transition in the Pacific context, learning from Pacific Islanders.*

## Coursework

### Traditional Societies in Transition

PACI 3010 / 3 credits / 45 class hours

This seminar examines key aspects of traditional Pacific societies as well as the physical and historical forces that have shaped the Pacific Islands region at large. Students explore the ways traditional societies have adapted to the waves of development and change that have reached their shores.

### Globalization and Contemporary Issues

PACI 3020 / 3 credits / 45 class hours

Students examine the social, economic, and political impacts of westernization and globalization on small-island developing states and look at social change in Pacific communities.

### Samoa

SAMO 1000 / 3 credits / 45 class hours

The Samoan language course introduces beginning speaking and comprehension skills through classroom and field instruction and encourages communication with the local community, including during the homestays in Samoa and American Samoa.

## Educational Excursions

Themes and issues addressed during excursions include the economics of development, social change, environmental issues, and the impact of tourism. Excursions also allow students to experience the Pacific's exceptional beauty.

Excursion sites typically include:

- American Samoa
- Savai'i
- Rural Samoa
- Fiji

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course that provides students with an overview of methodological field-study approaches within the local cultural context and the essential tools to conduct field research in Samoa.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an appropriate site in Samoa. Sample topic areas:

- Sustainability, agriculture, and village life
- Youth culture, social change, and globalization
- Microfinance, social networks, and local impacts
- Human rights, law, and Samoan traditions

**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 students

**Independent Study Project** 4 weeks

**Prerequisites** None



*“My academic and cultural experience in Samoa completely revolutionized the way I perceive the world and the way I pursue knowledge. As an international studies major, I find that island nations provide fascinating insight into the phenomenon of globalization. SIT Samoa is a challenging and completely eye-opening program.”*

Jane Manchon, Vassar College

# Vietnam: Culture, Social Change, and Development

*Examine economic and social development in the cultural context of Vietnam, one of Asia's most dynamic and rapidly changing countries. Experience the complexity of Vietnam's sustainable resource management, intense urbanization, changing family and marriage patterns, and integration with global networks and institutions.*

## Coursework

### Ethnicity, Gender, and Social Change

ASIA 3010 / 3 credits / 45 class hours

This seminar explores the social and cultural attributes of gender and ethnicity in contemporary Vietnam, with an eye toward both cultural traditions and the future.

### Economic Reform and Development

ASIA 3020 / 3 credits / 45 class hours

Charting Vietnam's transition from a centrally planned to a market-oriented economy, this seminar focuses on the dynamics and tensions inherent in such fast economic growth while examining development ethics and equity issues.

### Vietnamese

VIET 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the Vietnamese language course focuses on the development of a working competency in the Vietnamese language with an emphasis on speaking and comprehension skills through classroom and field instruction.

### Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This is a qualitative research design course focused on providing an overview of methodological field-study approaches within the local cultural context, giving students the essential tools necessary to conduct field research in Vietnam.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Ho Chi Minh City, Hanoi, or another approved location in Vietnam. Sample topic areas:

- Gender roles in Vietnamese society
- The impact of migration on urban life
- Heritage site management and conservation
- The business environment and entrepreneurship in Vietnam

## Educational Excursions

Excursions give students the chance to explore Vietnam's cultural and natural heritage, rural villages, and protected areas in the Mekong Delta and other parts of the country. Varying from term to term, excursions may include:

- **Sapa (on the border with China)**—home to remarkable terrace rice fields and the unique indigenous cultures of the Hmong, Dao, and Giay peoples
- **Hanoi**—Vietnam's vibrant capital with more than 1,000 years of history
- **Ancient cities such as Hue and Hoi An in central Vietnam**
- **Mekong Delta**—the rice basket of Vietnam. Students experience the delta's diversity of flora and fauna and the primary forests in Nam Cat Tien National Park.

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Ho Chi Minh City

**Language Study** Vietnamese

**Homestay** Ho Chi Minh City, 4 weeks

**Other Accommodations** Guest houses, hostels, or small hotels

**Independent Study Project** 4 weeks

**Prerequisites** None

*“Prior to my time studying with SIT in Vietnam, I had never heard of a garden, pond, and livestock biodigester system, commonly known in Vietnam as a VACB. However, once I was introduced to the system and other concepts related to sustainable development while studying abroad with SIT, I gained a genuine curiosity and desire to continue working with VACB systems to promote sustainability.”*

William Shlah, Southern Illinois University Carbondale



## Turning Waste into Energy

After winning an Alice Rowan Swanson fellowship through SIT, program alumnus William Shlah returned to Vietnam to build a biodigester system, a sustainability initiative he was introduced to during his semester abroad with SIT.

# EUROPE



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## CZECH REPUBLIC



SIT Study Abroad has five semester programs based in Europe. The map below highlights the countries in which these programs are based as well as the countries to which our Europe programs travel on excursion. Select program excursion locations within each country are also indicated. Please see the individual program pages in this catalog or on the SIT Study Abroad website for more details pertaining to each of our Europe programs.



# Czech Republic: Arts and Social Change

*Study with a dynamic community of visual, performing, and literary artists, where art and creative dissent have played a decisive role in shaping social and political change. Work directly with artists and social innovators to prepare an independent project utilizing standard field methods or arts-based research methods that integrate the visual arts, creative writing, or performing arts practice.*

## Coursework

### Czech History, Arts, and Civil Society I

EURO 3000 / 3 credits / 45 class hours

Built on the rich intersection of arts, politics, and social change, this seminar examines Czech history, society, and national identity through visual and performing arts, film, and literature.

*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 seminar analyzes the development of democracy and civil society after the fall of communism. Students examine contemporary Czech society through interviews with civic leaders and activists as well as observation or participation in creative workshops devoted to social change.

OR

### Arts Studio

ARTS 2000/3000 / 3 credits / 45 class hours

Students work with professional artists, writers, and theater instructors to create independent work in the visual arts, creative writing, or physical theater.

## Czech

CZEC 1000 / 3 credits / 45 class hours

This introductory language course emphasizes speaking and comprehension skills through classroom and field instruction. Students are introduced to basic concepts and principles of Czech grammar.

## Research Methods and Ethics in the Arts

ANTH 3500 / 3 credits / 45 class hours

This qualitative research seminar is designed to provide an overview of methodological field-study approaches, giving students the tools necessary to conduct fieldwork in the Czech environment. The seminar covers arts-based research methods (e.g., narrative, poetic, dance, and visual forms of inquiry).

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Prague or another approved location in the Czech Republic, Poland, or Slovakia. The ISP may comprise a standard field-based research project, visual or performing arts, or work with a nongovernmental organization (NGO). Sample topic areas:

- Alternative theaters in the Czech regions
- Czech underground music
- The former Sudetenland today
- Slovak weaving traditions

## Educational Excursions

Students explore art and contemporary society in the Czech Republic and its neighboring Slavic countries. Excursions typically include:

- NGOs in Moravia or Bohemia
- The UNESCO-protected town of Český Krumlov
- Krakow, Poland, and the mountain region of Central Slovakia
- Arts venues in the former north Sudetenland



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

## Choose Your Focus

Students are able to delve into the program's themes through the Czech History, Arts, and Civil Society II course or the Arts Studio course, specifically customized for students of visual and performing arts and creative writing. The first option gives students a field-based academic experience at NGOs and community centers, while the second option allows students to develop their art in the context of Czech history and society.

# The Netherlands: International Perspectives on Sexuality and Gender

*Acquire an intersectional understanding of the complexities and paradoxes that surround issues of gender and sexuality in the Netherlands—commonly believed to be one of the world’s most progressive and tolerant countries. Gain new international perspectives on issues of sexuality, gender, and Islam during an excursion to Morocco.*

## Coursework

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

GEND 3000 / 3 credits / 45 class hours

This seminar provides an interdisciplinary and intersectional look at selected topics in sexuality and gender. Topics include LGBT (lesbian, gay, bisexual, and transgender) and feminist activism, sexual health, sex education, and sex work in the Netherlands. The seminar also focuses on queer and feminist theory.

### Migration, Gender, and Sexuality

GEND 3005 / 3 credits / 45 class hours

This seminar examines intersections of gender and sexuality with race, class, and religion, from Dutch and Moroccan perspectives. Within the Dutch context, students focus on postcolonial and migrant communities. In Morocco, students study the intersection between gender, sexuality, and Islam.

### Introduction to Dutch Language

DUTC 1000 / 3 credits / 45 class hours

This course provides an introduction to Dutch language and culture. The emphasis is on developing a working knowledge of Dutch related to sexuality and gender, cross-cultural adaptations, and skills building.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

Students gain the conceptual and empirical tools for conducting field research in the Netherlands. The emphasis is on qualitative (queer and feminist) research methods, most notably oral history. In addition, each student engages in a community volunteer experience with a local organization. Students also learn about the ethics of conducting research on sensitive topics such as sex workers or Muslims who identify as LGBT.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Amsterdam or another approved location in the Netherlands appropriate to the project. Students write a qualitative or creative research-based Independent Study Project. Sample ISP topic areas:

- Negotiating religion and homosexuality
- Interracial relationships in the Dutch postcolonial context
- Multicultural approaches to sex education
- Black feminist activism in the Netherlands

## Educational Excursions

The program’s **two-week excursion to Morocco** provides students with the opportunity to explore issues of Islam, gender, and sexuality in one of the Netherlands’ primary migrant-sending nations.

Local excursions within the Netherlands include:

- **Mama Cash, a women’s fund for international women’s rights**
- **Rutgers World Population Foundation**
- **HIVOS foundation**
- **Red Light District and the Prostitution Information Center**
- **Atria Institute for Emancipation and Women’s History**
- **International Gay and Lesbian Information Center and Archive at the Amsterdam Public Library**

**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.



## Gain Unique Perspective on the Histories, Achievements, and Paradoxes Regarding Sexuality and Gender

With a focus on the Netherlands, this program examines the turbulent history of the “sexual revolution” in the 1960s and ensuing equal rights for women and LGBT individuals, comprehensive sex education, and regulated tolerance of sex work. Students also explore how the almost undisputed support for sexual progressiveness and tolerance in the Netherlands is being taken up by new far-right nationalists, while sexual conservatism and homophobia are recast as the unique possessions of immigrants—particularly Muslims—and their children.

# Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans

*Examine peacebuilding, post-conflict transformation, and the impact of international intervention on state formation, human rights, and transitional justice in the comparative context of Southeast Europe. Work with professional journalists to produce a full-length print or broadcast feature story on a topic related to the theme of the program.*

## Coursework

### The Breakup of Yugoslavia and the Wars of the 1990s

PEAC 3000 / 3 credits / 45 class hours

Utilizing the theoretical frameworks of peacebuilding/conflict transformation, transitional justice, and memory studies, students examine the breakup of Yugoslavia and post-conflict transformation in the Balkans.

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

PEAC 3005 / 3 credits / 45 class hours

The seminar examines the aftermath of conflict and current efforts for post-conflict transformation in the Balkans. Topics typically include the understanding and analysis of the challenges of peacebuilding, justice, reconciliation, and the legacies of wars and war crimes.

### Serbian

SERB 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the language course emphasizes speaking and comprehension skills through classroom and field instruction. Students are introduced to Cyrillic script.

**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

## Educational Excursions

Students witness the effects of conflict and its aftermath in different settings, through excursions within Serbia and to Bosnia-Herzegovina and Kosovo. Excursion sites may include:

- Sarajevo
- Mostar
- Gracanica
- Banja Luka
- Srebrenica
- Visoki Dečani/Deçan
- Sanski Most
- Prishtina
- Prizren

## Choose to Concentrate on Either Field Research or Journalism

All students take the core language and thematic courses to get a foundation in the historical context and current realities of the Balkans. Students then build upon this foundation through either research- or journalism-based independent study. Those who choose to do the traditional Independent Study Project will, with guidance from the academic director and an advisor, conduct field research and produce a substantial academic paper. Those who choose to do the Independent Study Project in Journalism will be paired with English-speaking local media studies students and mentored by professional journalists who will guide them as they research and produce a feature-length piece of journalistic writing.

Students take either *Research Methods and Ethics* and the *Independent Study Project* or *Field Ethics in Journalism in Serbia, Bosnia, and Kosovo* and the *Independent Study Project in Journalism*. All other courses are mandatory.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This seminar provides students with theoretical and practical tools for conducting field research. The course places an emphasis on how to grapple 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 (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in Serbia, Bosnia-Herzegovina, or Kosovo. Sample topic areas:

- Islam in Bosnia-Herzegovina and/or in Kosovo
- Memories from the 1999 NATO bombings in Belgrade
- Human rights and LGBT activism in Serbia
- Transitional justice and education for peace after conflict

OR

### Field Ethics of Journalism in Serbia, Bosnia, and Kosovo

JOUR 3500 / 3 credits / 45 class hours

This seminar prepares students for the production of a major feature story. Emphasis is on journalism ethics in Serbia, Bosnia, and Kosovo; laws affecting the practice of journalism in the Balkans; and the story pitch.

### Independent Study Project in Journalism (ISPJ)

ISPJ 3000 / 4 credits / 120 class hours

Students propose, research, and execute a full-length feature related to the theme of the program, which will be considered for publication or broadcast in an actual media outlet. Story topics may include:

- Impact of international intervention on the peace process
- Balkan perceptions of the Ukraine/Russia conflict
- Integration of Serbia and Kosovo in the European Union

During the ISP or ISPJ month, students may have the opportunity to pursue community volunteer experiences that allow them to take more active roles in the issues they are researching.





# 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. Learn through onsite briefings and lectures with health and development experts at international and nongovernmental organizations, such as the University Hospital of Geneva, the Swiss Agency for Development and Cooperation, the World Health Organization, the Joint United Nations Programme on HIV/AIDS, and the International Organization on Migration.*

## Coursework

### Perspectives on Global Health

IPBH 3000 / 3 credits / 45 class hours

This seminar examines the main components and current issues in the international public health arena, drawing on knowledge and perspectives from multiple disciplines, including epidemiology, and medical and social sciences.

### Development Policy and Health

IPBH 3005 / 3 credits / 45 class hours

This seminar explores the interrelated and interdependent relationship between public health, development, and humanitarian affairs. Students examine various development policies and focus on the issue of food security and health.

### French

FREN 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the language course emphasizes speaking and comprehension skills through classroom and field instruction. The course aims to provide students with broader access to the host culture and to enable student participation in daily social life.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This seminar provides students with the theoretical, conceptual, and practical tools for conducting interactive field research in Switzerland. It prepares students for their Independent Study Project and trains them in the ethics of research on health-related issues.

### Independent Study Project (ISP)

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
- The healthcare sector in humanitarian relief
- International, national, and regional responses to epidemics and pandemics
- Public health and food security in least developed countries

## Educational Excursions

Students visit leading regional, national, and international institutions—meeting with staff addressing the complex issues of health and development—during excursions to **Bern, Switzerland**, and **Rabat, Morocco**, and on field visits throughout Geneva and the surrounding region. The excursion to Morocco includes time in a rural area.



**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Nyon/Geneva

**Language Study** French

**Homestays** Communities around Nyon, 14 weeks; Rabat, 4 days

**Rural Visit/Homestay** Northern Morocco, 3 days

**Other Accommodations** Hotels

**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.

## Study Health Policies in Contrasting Environments: Switzerland and Morocco

Students on this program consider the complexity of healthcare systems, and health and development policy, from diverse vantage points. They initially witness global health systems from a centralized policy and decision-making perspective in Geneva and also see the localized applications of health and development programs in a rural setting in Morocco.

# Switzerland: International Studies and Multilateral Diplomacy

**Examine intergovernmental, supranational, and regional organizations' strategies for and responses to current challenges in the international system. Consider the most contemporary international issues through classroom seminars and through lectures and briefings at international and nongovernmental organizations, including United Nations agencies, the Red Cross, and EU institutions.**

## Coursework

### International Relations and Multilateral Diplomacy

INTS 3000 / 3 credits / 45 class hours

This seminar explores the evolving role of diplomacy in contemporary international relations and examines traditional and nontraditional approaches to diplomacy.

### International Security, Peace, and Stability

INTS 3005 / 3 credits / 45 class hours

Using a comprehensive and multidimensional security approach, this seminar seeks to facilitate a holistic understanding of the evolving international security environment, including the roles of intergovernmental, regional, and nongovernmental organizations.

### French

FREN 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the language course emphasizes speaking and comprehension skills through classroom instruction. The course is designed to provide students with broader access into the host culture and to enable participation in daily social life.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This seminar strengthens students' skills in interactive research methods. Emphasis is placed on grappling with cultural differences; conducting research with diplomats and high-ranking officials at international institutions; and interpreting and analyzing information from primary sources.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Geneva. The Independent Study Project offers students a unique opportunity to conduct research in the field of international studies on a topic of their interest. Sample topic areas:

- Conflict resolution and multilateral diplomacy processes
- New threats to global security
- Europe and the global power shift
- Non-state actors and international humanitarian diplomacy

## Educational Excursions

The five-day excursion to Paris and Brussels gives students the opportunity to visit leading national, supranational, and international institutions and meet with staff who are wrestling with difficult issues related to international security and development.

- **Brussels**—Students become acquainted with EU issues and structures and participate in contemporary debates on the evolution of regional integration in Europe.
- **Paris**—Students visit important international organizations such as the OECD or UNESCO.



**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.

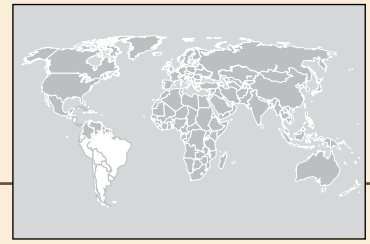
***“I feel confident and prepared to interact with experts in the field because of the experience I had in Geneva with SIT. I am so thankful that SIT pushed me outside of my comfort zone, because I learned new skills that I will use for the rest of my life.”***

Michelle Pillepich, College of William and Mary



SERBIA

# Latin America



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PERU



SIT Study Abroad has 14 programs based in Latin America. The map below highlights the countries in which these programs are based as well as the countries to which our Latin America programs travel on excursion. Select program excursion locations within each country are also indicated. Please see the individual program pages in this catalog or on the SIT Study Abroad website for more details pertaining to each of our Latin America programs.



# Argentina: Public Health in Urban Environments

**Examine the challenges surrounding public health policy and inequities as well as issues related to urban epidemiology in Buenos Aires. Learn from academics and practitioners associated with leading institutions in Argentina, including ISALUD University, Arturo Jauretche National University, and Hospital El Cruce.**

## Coursework

### 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. Conducted in Spanish.

### Health Systems, Policies, and Programs

IPBH 3005 / 3 credits / 45 class hours

In this seminar, students explore healthcare systems and policies within Argentina's broader social, political, and economic history. Conducted in Spanish.

### Spanish for the Health Sciences

SPAN 2000-3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional health science literature, formal terms, and local expressions. Students use these skills to discuss health issues, conduct field research, and interact in settings related to the program themes.

## Educational Excursions

Students have field excursions within the city of **Buenos Aires** and **municipalities in the Buenos Aires province** and also have a one-week stay in **Tucumán** and **Mendoza** provinces. Students meet with local faculty, health practitioners, government officials, community groups, civil society advocates, university medical students, and others, thereby gaining myriad perspectives on urban health-related challenges.



### Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours

This research methods course addresses various health and social science methods relevant to data-gathering and analysis in the health field. Students also study ethical issues related to conducting research in diverse areas of healthcare practice. They learn skills for interacting with health policymakers, professionals, and patrons in Argentina's healthcare systems as they prepare their proposals for the ISP.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location.

Sample topic areas:

- Grassroots advocacy and healthcare services
- Public health consequences of environmental contamination
- Gender and reproductive rights
- Healthcare among immigrant populations

**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.

## Engage with Argentine Students and Researchers

Students have numerous opportunities to interact with Argentine university students to discuss private and public healthcare issues affecting Argentina. They interact daily with students and researchers at ISALUD University, Argentina's premier academic institution for public and private health managers and stakeholders.

# Argentina: Regional Integration, Development, and Social Change

**Examine the social and economic development strategies of South America's Southern Cone countries—Argentina, Brazil, Paraguay, and Uruguay. Gain insight into each country's perspective on Latin American integration, including perceived benefits and challenges of membership in the MERCOSUR bloc.**

## Coursework

### Regional Integration

LACB 3000 / 3 credits / 45 class hours

This seminar provides students with a general overview of the integration process in the Southern Common Market (MERCOSUR) 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. Conducted in Spanish.

### Development and Social Change

LACB 3005 / 3 credits / 45 class hours

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. Conducted in Spanish.

### Spanish for Social Sciences and Development

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional social science literature, formal terms, and local expressions. Students use these skills to discuss development issues, conduct field research, and interact in settings related to the program themes.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish and English.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location. Sample topic areas:

- Bilateral government-owned development projects
- Immigration policy changes
- Women's political participation
- Sustainability of agricultural export production

**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.

## Educational Excursions

In addition to numerous site visits in and around Buenos Aires, students gain insight into different perspectives on Latin American integration through longer program excursions. Excursions include:

- Porto Alegre, Brazil
- Montevideo, Uruguay
- Asunción, Paraguay



## Study Regional Development in Four Countries

In this comparative study abroad program, students rapidly improve their Spanish while exploring the current economic and social realities of the countries comprising MERCOSUR. Students consider the social, political, and economic challenges and opportunities Argentina, Brazil, Paraguay, and Uruguay face within contexts of domestic, regional, and global change and processes of integration.

# Argentina: Social Movements and Human Rights

*Study Argentina's social movements and the country's historical and current struggles to guarantee human rights for its diverse populations. Meet with social activists, local scholars, indigenous leaders, rural organizers, environmental advocates, female activists, and community muralists.*

## Coursework

### Social Movements and Human Rights in Argentina

LACB 3000 / 3 credits / 45 class hours

This seminar focuses on social movements that have emerged as Argentines have demanded human rights and protested a range of sociopolitical inequities and injustices. Students analyze social movements from the 1990s to the present. Conducted in Spanish.

### History and Human Rights in Argentina

LACB 3005 / 3 credits / 45 class hours

This seminar delves into Argentina's long struggle for human rights, broadly defined to include cultural, civil, political, environmental, and indigenous rights. Conducted in Spanish.

### Spanish for Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional social science literature, formal terms, and local expressions. Students use these skills to discuss human rights and social movement issues, conduct field research, and interact in settings related to the program themes.

## Educational Excursions

Each excursion emphasizes various social movements related to indigenous peoples, women's, and miners' rights. Excursions include:

- Northwestern Argentina including Salta and the Quebrada de Humahuaca Valley
- Patagonia including Bariloche and Mapuche communities, and Nahuel Huapi National Park

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish and English.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Buenos Aires or in another approved location in Argentina, the ISP may comprise a standard field-based research project or an internship-based ISP. Sample topic areas:

- Memory and memorialization
- Indigenous rights and community
- LGBTQ and human rights in Argentina
- Indigenous participation in social movements

**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 sociology, 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.



## Engage in Community Service Projects with Local Organizations

While in Buenos Aires, students can choose among a variety of community learning opportunities such as working at a shelter for women who are victims of violence, painting a mural at a cultural center for children, or participating in daily activities at a community health center.



# Bolivia: Multiculturalism, Globalization, and Social Change

**Explore how concepts of community well-being and cultural identity are being creatively redefined in Bolivia, a country with 36 ethnic groups and the first indigenous president in South America. Spend time in communities in the Andes and the Amazon, in middle-class and economically impoverished areas.**

## Coursework

### Historical and Contemporary Social Change in Bolivia

LACB 3000 / 3 credits / 45 class hours

The seminar examines the socio-psychological impacts of conquest/colonization and enduring extractivist mentality on Bolivia's indigenous and multiethnic populations. Students consider the interplay between globalization and social change and critically examine Western models of "helping." Conducted in Spanish.

### Vivir Bien: Well-Being and Resilience in Andean and Amazonian Communities

LACB 3005 / 3 credits / 45 class hours

Students inquire into how different Bolivian communities are employing a range of resources to find new ways forward in the face of rampant change. The course explores Western concepts such as resilience, health, and happiness, in dialogue with the indigenous Bolivian concepts of *vivir bien* (well-being) and *ayni* (reciprocity). Conducted in Spanish.

### Spanish for the Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional social science literature, formal terms, and local expressions. Students use these skills to discuss social issues, conduct field research, and interact in settings related to the program themes.

#### Other language options

In lieu of a Spanish language course, and for an additional fee, students already fluent in Spanish may choose either to study Quechua or to participate in a Guided Self-Instruction course in Spanish.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish.

## Produce a Film or Write a Children's Book as Part of Your Research Project

On this program, students have the unique option of producing a documentary film or utilizing art, literature, music, dance, theater, radio, weaving, or photography in their ISP. They also have the option of writing and illustrating a bilingual children's book for a project that contributes to the production of affordable books that explore current realities, social issues, and cultures in Bolivia.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in Bolivia, the ISP may comprise a standard field-based research project or a creative ISP, such as a documentary film or children's book (see the bottom of this page for more details). Sample topic areas:

- Integrating traditional midwives into rural community hospitals
- Raising awareness of discrimination against Afro-Bolivians through dance
- Decolonizing education within Bolivia's rural indigenous universities

## Educational Excursions

Students spend extensive time outside Cochabamba in order to explore the program's themes from multiple angles and interact with a range of groups in Bolivia. Excursions include:

- La Paz, Altiplano, and Lake Titicaca
- Potosí and Sucre
- The Tropical Lowlands

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Cochabamba

**Language Study** Spanish

**Homestay** Cochabamba, 6 weeks

**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.



# Brazil: Public Health, Race, and Human Rights

**Investigate healthcare policy and delivery systems among disadvantaged groups in the Brazilian state of Bahia, and study how public health interacts with race and human rights. Live and study in Salvador, a UNESCO World Heritage Site and home to Brazil's largest Afro-Brazilian population.**

## Coursework

### Public Health and Race in Brazil

IPBH 3000 / 3 credits / 45 class hours

This seminar 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. Conducted primarily in Portuguese with English translation.

### Human Rights and Healthcare in Brazil

IPBH 3005 / 3 credits / 45 class hours

In this seminar, students examine the challenges of accessing healthcare 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. Conducted primarily in Portuguese with English translation.

### Portuguese for the Health Sciences

PORT 1000–2000 / 3 credits / 45 class hours

Offered at different levels, the course emphasizes speaking and comprehension skills and also provides an introduction to basic concepts and principles of Portuguese grammar.

## Educational Excursions

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. Longer excursions include:

- Ilha de Maré
- Cachoeira
- Ilhéus
- Chapada Diamantina: Lençóis, Lúna, and Remanso

### Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours

In this methods course, students are introduced to epidemiological and social science methods appropriate to researching themes related to health and race in Brazil. Students also discuss the ethical issues surrounding health research in a range of local contexts.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Salvador, elsewhere in the state of Bahia, or another approved location in the Brazilian northeast appropriate to the project. Sample topic areas:

- The health of adolescent mothers and their offspring
- Healing in the Candomblé tradition
- Drug and alcohol rehabilitation programs in Salvador and rural areas
- Factors affecting well-being in a quilombo community

**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; Chapada Diamantina (Lençóis, Lúna, and 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.



## Gain Extraordinary Access to Different Perspectives on Healthcare in Brazil's Northeast

Brazil's northeast region is home to some of the poorest areas in the southern hemisphere. In order to acquire very different vantage points on healthcare in this region, students learn from physicians and nurses, government health officials, political activists, representatives of international NGOs and multilateral agencies such as the United Nations, urban and rural residents, herbalists, and Candomblé healers. Students also have homestays with families from different socioeconomic backgrounds.

# Brazil: Social Justice and Sustainable Development

**Examine the vast human and environmental challenges confronting northeast Brazil, and learn about social justice initiatives in the fascinating city of Fortaleza. Engage with individuals from different ethnic groups to gain insight into the challenges and benefits of implementing social change within a multicultural environment.**

## Coursework

### Social Justice and Public Policy in Brazil

LACB 3000 / 3 credits / 45 class hours

This seminar examines the historical roots of social injustice and inequality as they shape life in contemporary Brazil. Conducted primarily in Portuguese with English translation.

### Race, Gender, and Sustainable Development in Brazil

LACB 3005 / 3 credits / 45 class hours

This seminar looks at the intersection between race, gender, and Brazil's efforts to develop in a sustainable manner; there is a particular focus on Afro-Brazilian populations. Conducted primarily in Portuguese with English translation.

### Portuguese for Social and Development Studies

PORT 1000–2000 / 3 credits / 45 class hours

Offered at different levels, the course emphasizes speaking and comprehension skills and also provides an introduction to basic concepts and principles of Portuguese grammar. Special arrangements are available for advanced speakers of Portuguese.

## 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**, **Amapa**, or **São Luis**. Students also visit a rural settlement to learn about agrarian reform laws and struggles for more democratic structures of land tenure.

## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted primarily in Portuguese with English translation.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Fortaleza or in another approved location in northeastern Brazil appropriate to the project. Sample topic areas:

- **The changing role of women in Brazilian society**
- **Economic and social plight of favela dwellers**
- **Social action among youth**
- **Agrarian reform in the state of Ceará**

**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.

*“SIT’s program in Fortaleza placed me firmly on a path to success in the academic world and gave me the tools to constantly renew my connection to the people and society of Brazil, most recently through the Fulbright grant. Most importantly, I consider myself a citizen of the world, ready to think globally and act locally wherever I may be.”*

Kavin Dayanandan Paulraj, SIT Brazil alumnus and Fulbright fellow



# 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. Live in Chile, a country known for sustained government engagement in educational policymaking and implementation.**

## Coursework

### Education Quality and Equity: Tensions and Proposals

LACB 3000 / 3 credits / 45 class hours

In this seminar, students examine the Chilean educational system in the context of both social change in Chile and global changes that affect the nation. In particular, students consider the relationship between education and society in Chile and the current crisis in education. Conducted in Spanish.

### Bilingual Intercultural Education and Popular Education

LACB 3005 / 3 credits / 45 class hours

This comparative seminar examines both the Chilean and Argentine educational systems, focusing on popular education, intercultural education, the role of ethnicity and diversity in educational practices, and bilingual education. Conducted in Spanish.

### Spanish for Social Sciences and Education

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional social science literature, formal terms, and local expressions. Students use these skills to discuss educational issues, conduct field research, and interact in settings related to the program themes.

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Santiago, Buenos Aires, or in another approved location, the ISP may comprise a standard field-based research project or a practicum-based ISP. Sample topic areas:

- Identity issues and intercultural education in rural Mapuche schools
- Ethnicity in childcare in slum areas of Santiago and Buenos Aires
- Gender roles in schools
- Popular education and social change

## 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 importance 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.

**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.



## Get a Close Look at Education in Three Communities

During the program, students live briefly in three different communities where they observe educational practices within Santiago, Chile; Buenos Aires, Argentina; and a Mapuche community in southern Chile. During each stay, students have the opportunity to compare and contrast popular, private, and community education while exploring topics such as bilingual education, the Penguin revolution, and educational reform.

# 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 and create a more equitable and culturally inclusive society. Experience the means by which Chileans are seeking new ways of representation, communication, and identification.*

## Coursework

### Culture and Society in Contemporary Chile

LACB 3000 / 3 credits / 45 class hours

This seminar introduces students to social and cultural changes in Chile by reviewing the military dictatorship and the post-dictatorial political order. Students analyze cultural values and antagonisms, considering issues of exclusion and marginalization in terms of class, gender, sexuality, youth, and ethnicity. Conducted in Spanish.

### Socioeconomic Development in Chile

LACB 3005 / 3 credits / 45 class hours

This seminar critically examines the economic and political changes since the military coup of 1973. Students analyze the Chilean political system and the neoliberal model of economic development, examining the impact of both on the standards of living and quality of life of most Chileans. Conducted in Spanish.

### Spanish for Social and Cultural Studies

SPAN 2000–4000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional social science literature, formal terms, and local expressions. Students use these skills to discuss cultural, social, and developmental issues, conduct field research, and interact in settings related to the program themes.

## 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**.



## Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish.

## Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Valparaíso or in another approved location appropriate to the project. Sample topic areas:

- **Memory and political violence**
- **Migration and ethnic minorities**
- **Youth culture, political parties, and processes**
- **Social class and community**

**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.

## Participate in a Community Service Project and Learn about Local Development Strategies

Students engage in a two-day, community-identified volunteer project with local Valparaíso communities and in partnership with an NGO. Projects could include building a community greenhouse or reclaiming an abandoned neighborhood square and playground for local children. Through these partnerships, students learn about the unique challenges local communities face and the various development strategies being utilized.

# 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. Consider different conceptions of wellness and healing, including beliefs and health practices of the Aymara and Mapuche indigenous groups.**

## Coursework

### Public Health in Chile

IPBH 3000 / 3 credits / 45 class hours

In this seminar, students examine theoretical and practical approaches to healthcare delivery in Chilean communities that include both urban and rural contexts. Conducted in Spanish.

### Traditional Medicine and Community Health

IBPH 3005 / 3 credits / 45 class hours

Students learn about traditional healthcare practices and analyze the role of these practices in overall community health, focusing on the Mapuche and Aymara peoples in particular. Conducted in Spanish.

### Spanish for the Health Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional health science literature, formal terms, and local expressions. Students use these skills to discuss health issues, conduct field research, and interact in settings related to the program themes.

## Educational Excursions

Each excursion provides different contexts in which to examine healthcare delivery in Chile and Peru. Excursions include:

- Public and private health services throughout Arica and surrounding valleys
- Mapuche communities and health centers in the Mapuche indigenous territory in southern Chile
- A health center serving vulnerable populations in Tacna, Peru
- The rural area of Putre in northern Chile, with visits to Aymara communities and health centers

### Public Health Research Methods and Ethics

IPBH 3500 / 3 credits / 45 class hours

In this field methods course, students are introduced to a range of data-collection and interviewing methods appropriate to researching themes related to public health, traditional medicine, and community empowerment as it relates to health in Chile. The sensitive ethical issues in which health research is enmeshed are also foregrounded in this course as students prepare their ISP research proposals.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Arica, Santiago, Valparaíso, Temuco, or other approved locations appropriate to the project. The ISP may comprise a standard field-based research project or a practicum-based ISP. Sample topic areas:

- Women's health
- Traditional and intercultural health
- AIDS treatment promotion and prevention policies
- Epidemiology

**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.



## Get an Up-Close Look into Traditional Medicine in Chile

Traditional medicine is still prominently practiced in territories where indigenous groups have a stronger voice, principally Aymara in the north and Mapuche in the south. The Chilean government has developed and implemented the Indigenous Health System, a series of special programs to help promote, recover, and strengthen the health practices of Chile's indigenous communities. The program offers an analysis of health reform intended to improve health conditions of disadvantaged groups, particularly those in Chile, while also improving healthcare access for Chile's population at large.

# Ecuador: Comparative Ecology and Conservation

**Explore tropical ecosystems and the complexities of conservation efforts in Ecuador, one of the world's most biodiverse countries. Explore the entomology, geology, ornithology, mammalogy, flora, and natural history of Ecuador's unique ecological zones.**

## Coursework

### Comparative Tropical Ecology

ENVI 3005 / 3 credits / 45 class hours

Students explore the ecology of each of Ecuador's four distinct ecological regions: the Andes, the Coast, 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. Conducted in Spanish.

### Conservation and Sustainability Practices in Ecuador

ENVI 3000 / 3 credits / 45 class hours

This seminar focuses on the environmental challenges and threats that Ecuador currently faces, in particular, private and governmental policies and natural resource management issues in the context of national and global development pressures. Conducted in Spanish.

### Spanish for the Natural Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional science literature, formal terms, and local expressions. Students use these skills to discuss environmental and conservation issues, conduct field research, and interact in settings related to the program themes.

## Educational Excursions

Students participate in three weeklong excursions and several day trips to learn about Ecuador's unique ecosystems, flora, and fauna. Excursions include:

- The Galápagos Islands
- Tiputini Biological Station in Yasuní National Park
- Limoncocha Lake and Petroleum Areas
- Parámo Highlands and Antisana Reserve
- The Cloud Forest: Yunguilla Community and Santa Lucía Forest Reserve

### Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 class hours

In this methods course, students learn about and practice a range of methods appropriate for ecological research in Ecuador's different ecosystems and discuss diverse ethical issues related to ecological research in the field. They will learn the fundamentals of how to write a research proposal and plan a project for the field.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in approved locations around Ecuador. Sample topic areas:

- Flora or fauna monitoring for conservation purposes
- Biodiversity studies and population assessments
- Geology related to ecology and conservation
- Protected area management

**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 Yunguilla 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.

*“SIT allowed me to experience parts of Ecuador that I never would have found on my own. The program provided just the right amount of support while also encouraging me to jump into the unknown, to challenge myself to see the world from an unfamiliar perspective such as that of a farmer on the quilted slopes of the Andes or a fisherman on the Galápagos Islands.”*

Susanna Byrd, Kenyon College



# Ecuador: Development, Politics, and Languages

*Study the relationship between power and language in Ecuador as the country's multilingual and multiethnic populations strive for social change. Examine how language shapes politics, and how power works through language by exploring how different groups in Ecuador have used languages to instill, reinforce, subvert, and reinvent power relationships.*

## Coursework

### Paradigms of Development and Political Discourse in Ecuador

LACB 3005 / 3 credits / 45 class hours

Students learn about political power and development in Ecuador while considering the role played by language—Spanish or indigenous—in Ecuadorian history and politics. Conducted in Spanish.

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

LACB 3000 / 3 credits / 45 class hours

This seminar examines the history and particularities of Ecuadorian Spanish. Students also participate in several introductory lessons in Quichua and consider Ecuador's other indigenous languages as they have been mobilized for different uses among Ecuador's diverse communities. Conducted in Spanish.

### Advanced Readings on Contemporary Ecuador

SPAN 2000-4000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand Ecuadorian literature, formal terms, and local expressions. Students use these skills to discuss political, social, and developmental issues, conduct field research, and interact in settings related to the program themes.

### Research Methods and Ethics: Approaches to Political and Linguistic Analysis

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish and English.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Quito or in another approved location in Ecuador. Sample topic areas:

- Political perspectives on endangered languages
- Sustainability and restoration in indigenous communities
- Social communication, micropolitics, and activism
- The discourse of development in Ecuador

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Quito

**Language Study** Spanish

**Homestays** Los Chillos, 2 weeks;  
Quito, 5 weeks

**Rural Visit/Homestay** Amazon Basin, 5 days

**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.

## Educational Excursions

The program includes multiple visits to NGOs and government offices in Quito and other cities. Longer excursions include:

- Intag Cloud Forest Reserve
- Quichua-speaking communities and other indigenous communities
- Guayaquil, Ecuador's most populous city
- An Amazonian community in the Eastern lowlands



## Live and Study in an Amazonian Community

The program's rural stay in the Eastern Lowlands (Amazon Basin) gives students a unique opportunity to implement fieldwork methodology that is applicable to the Independent Study Project. Students conduct the first phase of an ethnographic study by identifying potential informants, mapping the community, developing a kinship chart, recording data by keeping a practice work journal, and engaging in family or community activities.



# 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 youth issues during an excursion to Cuba. Be immersed in the politically charged discourse, poetry, and literature of two fascinating countries.*

## Coursework

### **Rewriting Nicaragua: Literacies, Rights, and Social Change**

LACB 3000 / 3 credits / 45 class hours

This seminar provides an overview of Nicaraguan realities before and since the Nicaraguan Revolution. Students analyze topics such as literacy campaigns, human rights, and access to information. Conducted in Spanish.

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

LACB 3005 / 3 credits / 45 class hours

Students explore Nicaragua's youth culture and question what young people's concerns include; which mediums they utilize to express themselves; and how issues of ethnicity, class, sexuality, religion, and gender intersect with these mediums and concerns. Conducted in Spanish.

### **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, slang, and academic).

## Educational Excursions

In Managua students visit radio stations, the National Palace, Peace Park, and the Workers' Plaza. They also interact with NGOs and organizations such as the Centro Nicaragüense de Derechos Humanos or the Red de Migrantes. Longer excursions include:

- **Indigenous and Afro-Nicaraguan communities on the Caribbean coast**
- **Cuba—a comparative look at youth issues**

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

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish and English.

### **Independent Study Project (ISP)**

ISPR 3000 / 4 credits / 120 class hours

Conducted in Managua or other approved locations in Nicaragua. Sample topic areas:

- **Tweets and texts in Nicaragua**
- **Art and protest over two generations**
- **Sexual literacy and expression in Managua**
- **Higher education and identity among indigenous students**

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Managua

**Language Study** Spanish

**Homestay** Managua, 7 weeks

**Rural Visit/Homestay** Agricultural cooperative in Matagalpa

**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.



## Study Youth Issues in Cuba

During the program's 10-day excursion to Cuba, students are hosted by the Instituto de Lingüística y Literatura and attend lectures given by researchers at the Centro de Investigaciones Psicológicas y Sociológicas. Students also visit groups such as the Asociación Hermanos Saíz, an organization of young Cuban writers and artists, or La Ceiba, an Afro-Cuban community on the outskirts of Havana.

# Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation

*Experience one of the world's most ecologically diverse countries, and explore the critical environmental and social issues affecting its conservation. Engage in seven weeks of field study, and study at world-renowned research institutions including the Smithsonian Tropical Research Institute and EARTH University.*

## Coursework

### Comparative Tropical Ecology

ENVI 3005 / 3 credits / 45 class hours

Students learn about the characteristics and dynamics of distinct yet interdependent tropical ecosystems. The seminar includes field exercises in tropical cloud forests, rainforests, lowland dry forests, coral reefs, sea grass beds, and coastal mangroves. Conducted in Spanish and English.

### Human Ecology and Conservation in the Tropics

ENVI 3000 / 3 credits / 45 class hours

In this seminar, students explore the relationships between human use of natural resources and natural resource conservation efforts. The seminar has a strong field component. Conducted in Spanish and English.

### Spanish for the Natural Sciences

SPAN 1000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional science literature, formal terms, and local expressions. Students use these skills to discuss environmental and conservation issues, conduct field research, and interact in settings related to the program themes.

## Educational Excursions

Students travel to diverse areas of Panama throughout the program. Excursion highlights include:

- Taking courses at the highly regarded Smithsonian Tropical Research Institute (Bocas del Toro and Barro Colorado Island)
- Studying marine and coastal ecology in Chiriquí Gulf National Park
- Learning about sustainable agriculture at the EARTH University in Costa Rica
- Visiting the La Amistad International Park buffer zone

### Environmental Research Methods and Ethics

ENVI 3500 / 3 credits / 45 class hours

This course introduces students to methods of collecting ecological data as a vehicle to deepening their understanding of biodiversity conservation. Students also examine ethical issues related to ecological field research.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Research for the ISP can be conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other approved sites within Panama, depending on student interest. Sample topic areas:

- Community resource management
- Regeneration of canopy emergents in primary forests
- Ecotourism for resource conservation
- Coral reef organisms

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Program Base** Panama City

**Language Study** Spanish

**Homestay** Panama City, 4 weeks

**Rural Visits/Homestays** A protected-area community, indigenous communities, a 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 prerequisite.



## Study at the Crossroads of the World

Panama has long been known as “the crossroads of the world,” as it links not only North and South America but also the Atlantic and Pacific Oceans. The country has eight unique indigenous groups, a strong Afro-Caribbean cultural influence, a Caribbean archipelago comparable to the Galápagos Islands, more bird species than are found in all of North America, and the last great roadless wilderness in Central America.

# Peru: Indigenous Peoples and Globalization

*Explore how indigenous peoples in Peru are adapting and innovating to ensure the preservation of their cultural values and to shape their own future in the face of globalization and rapid change. Rapidly advance your Spanish and also learn introductory Quechua, an indigenous language of the Andean region.*

## Coursework

### History of Indigenous Cultures in Peru

LACB 3000 / 3 credits / 45 class hours

This seminar examines the history of Andean and Amazonian indigenous peoples in Peru, from the prosperity and peacefulness of the precolonial period to the violence of the colonial era and from the birth and construction of the Peruvian republic through the 21<sup>st</sup> century. Conducted in Spanish.

### Indigenous Peoples in Motion: Changes, Resistance, and Globalization

LACB 3005 / 3 credits / 45 class hours

Students explore the contemporary challenges and transformations that indigenous peoples of Peru are currently experiencing. Conducted in Spanish.

### Spanish for the Social Sciences

SPAN 2000–3000 / 3 credits / 45 class hours

Offered at different levels, the course focuses on the acquisition of skills needed to understand professional social science literature, formal terms, and local expressions. Students use these skills to discuss social issues, conduct field research, and interact in settings related to the program themes.

### Quechua

QUEC 1000 / 1 credit / 15 class hours

This introductory language course emphasizes speaking and comprehension skills and also provides an introduction to basic concepts and principles of Quechua grammar.

## Educational Excursions

Through excursions, students examine the innovative ways in which indigenous peoples in different regions are working toward their own community development and cultural preservation in the face of shifting global influences. Excursions include:

- The Sacred Valley and Machu Picchu
- Indigenous communities in the Peruvian Amazon
- Lake Titicaca and Taquile Island
- Arequipa
- Lima

### Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course provides an overview of research design, methodological approaches to program themes, and ethical considerations related to conducting fieldwork in the local cultural context. Conducted in Spanish.

### Independent Study Project (ISP)

ISPR 3000 / 4 credits / 120 class hours

Conducted in Cuzco or other approved locations in Peru. Sample topic areas:

- The role of oral histories, legends, and myths in ethnocultural preservation
- Ecotourism as a community development model
- Interaction of urban-rural communities
- Bicultural/bilingual education

**Program Duration** Fall/Spring 15 weeks

**Credits** 17

**Program Base** Cuzco

**Language Study** Spanish and Quechua

**Homestays** Cuzco, 6 weeks; Taquile Island, 4 days

**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.



## Gain a Deep Understanding of the Lives, Cultures, and Challenges of Indigenous Peoples

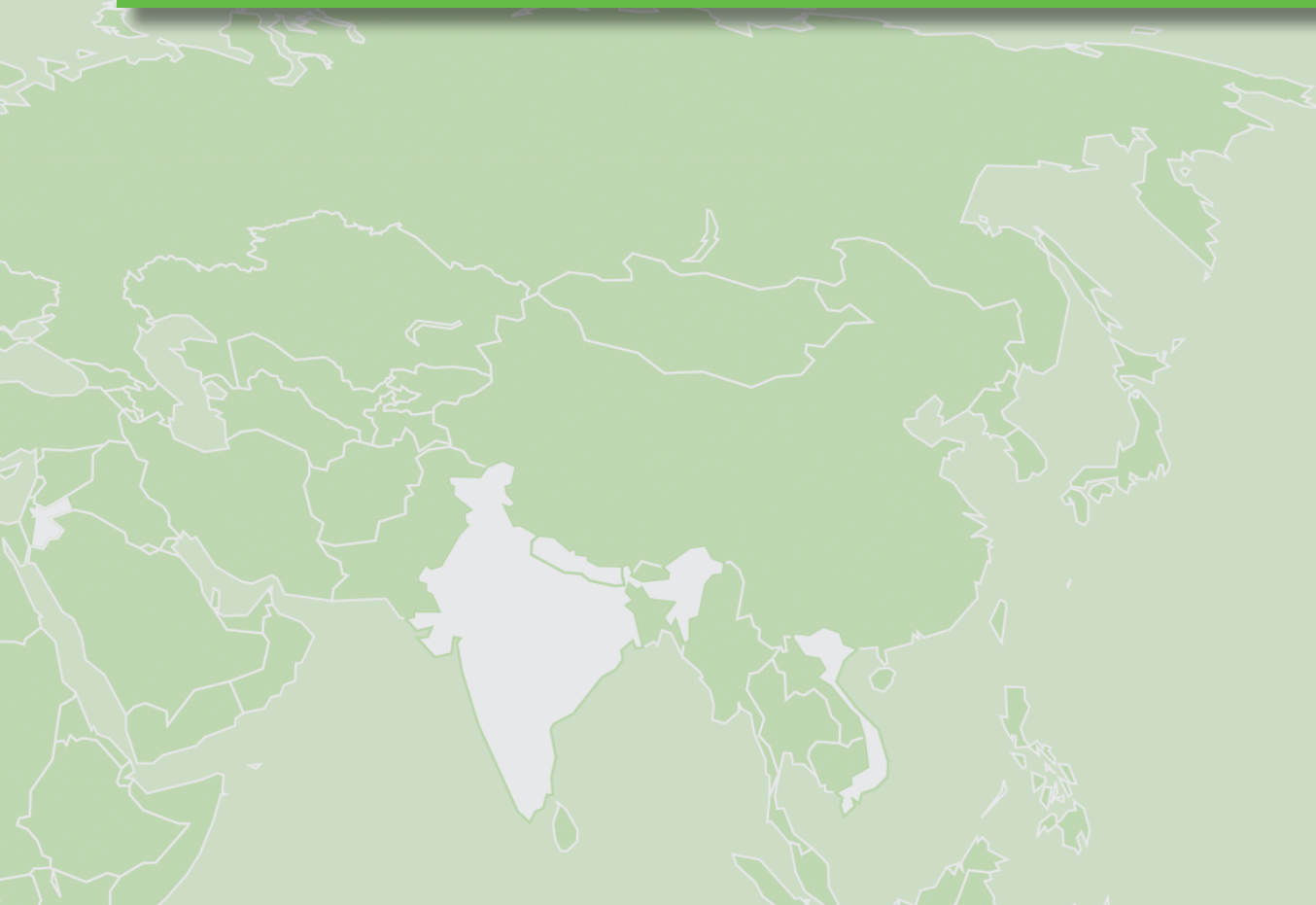
In learning about indigenous people in 21<sup>st</sup>-century Peru, students experience how these communities are preserving their traditions and identities and how they are adapting to changing national and global contexts. Throughout the program, students engage with indigenous leaders, students, artists, policy makers, and other community members as they experience what it means to be indigenous in Peru today.

# IHP/COMPARATIVE

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SIT Study Abroad has four IHP/Comparative programs. Each of these programs spends time in multiple countries over the course of the semester. Please see the individual program pages in this catalog or on the SIT Study Abroad website for more details pertaining to each of our IHP/Comparative programs.



VIETNAM



# Cities in the 21<sup>st</sup> Century: People, Planning, and Politics

Explore how geography, politics, economics, and culture shape social relations and the built environment, and with what consequences, in cities across the globe. Learn how to “read a city”—honing your ability to observe, question, document, research, and communicate—and gain a far better understanding of the interconnected systems that affect urban environments.

## Coursework

### Urban Politics and Development

DVST 3500 / 4 credits / 60 class hours

Cities are simultaneously centers of individual opportunity and civic engagement and sites of inequality and economic disparity. In this course students explore, question, and critique the intersection of politics and development in cities at multiple scales, from local to global, and examine how related institutions, policies, and processes shape the evolution of cities.

### Culture and Society of World Cities

ANTH 3500 / 4 credits / 60 class hours

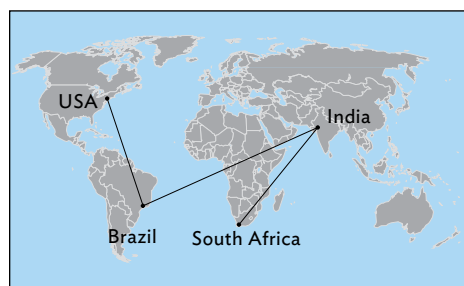
This course examines the many ways that people make urban life meaningful. What are the historical, political-economic, and sociocultural contexts that frame the opportunities, constraints, and uncertainties of urban life? How do people create a sense of place, community, or urban identity?



Fall 1



Fall 2



Spring

### Urban Planning and Sustainable Environments

URST 3500 / 4 credits / 60 class hours

This course introduces key concepts about the history, theory, and practice of urban planning and sustainability. The course emphasizes how the physical elements of cities are related to and interact with the social, cultural, economic, and political aspects of cities.

### Contemporary Urban Issues

URST 3000 / 4 credits / 60 class hours

This research and methods seminar is designed to give students the tools to identify and analyze challenges common to cities across continents and cultures and to distinguish such challenges from others that are rooted in particular histories and human geographies. It is also focused on developing the ability to make meaningful comparisons, particularly concerning configurations of political, economic, and social power as they are manifested in urban space.



#### Program Sites

Fall Option 1: New York, US; São Paulo, Brazil; Cape Town, South Africa; Hanoi, Vietnam

Fall Option 2: New York, US; Buenos Aires, Argentina; Dakar, Senegal; Ahmedabad, India

Spring: New York, US; São Paulo, Brazil; Ahmedabad, India; Cape Town, South Africa

**Program Duration** Fall/Spring 16 weeks

**Credits** 16

**Homestays** 2–4 week homestays in all locations except the US. Other accommodations may include hostels and/or small hotels.

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

## Experience the Critical Issues Shaping the World's Cities

The program combines an innovative urban studies curriculum with fieldwork involving key actors and stakeholders—public agencies, planners, elected officials, NGOs, and grassroots organizations. Students spend time in four cities to better understand the interconnected social, physical, economic, environmental, and political systems affecting urban environments, and they complete an independent comparative research project on a topic of their choosing.

# 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. Engage with high-level policymakers, scientists, business people, farmers, fishermen, climate refugees, and others across four countries.*

## Coursework

### Political Economy 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 include state formation, war, imperialism, technology, energy, environmental change, and economic crisis.

### Comparative Issues in Food, Water, and Energy

SDIS 3070 / 4 credits / 60 hours

Students examine agriculture and energy and the attendant resources upon which those sectors depend. Fieldwork complements detailed studies of geography and political economy in each country.

### The Science and Policy of Climate Change

ECOL 3010 / 4 credits / 60 hours

Students study the basic science of the climate system by examining research collated by the Intergovernmental Panel on Climate Change and through regular engagement with scientists and researchers.

### Fieldwork Ethics and Comparative Research Methods

ANTH 3500 / 4 credits / 60 hours

This course provides a framework for a cumulative project involving data collection and qualitative research undertaken in each of the countries visited. Students gain skills related to gathering, analyzing, and interpreting information from a range of sources, maximizing the knowledge provided by local contexts.



**Program Sites** San Francisco, US; Can Tho and Hanoi, Vietnam; Rabat, Morocco; Cochabamba, Bolivia

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Accommodations** 2–4 week homestays in all locations except the US. Other accommodations could include hostels and/or small hotels.

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

## Analyze and Contrast Climate Change across the Globe

The program's comparative approach gives students the chance to track how a single global crisis plays out differently in distinct places, through direct field research. Students compare and evaluate economic and policy responses at local, national, and international scales in four different countries. The program challenges students to appreciate how different societies confront the demand for limited food, water, and energy—and to consider the climatic impact of these strategies.

# Health and Community: Globalization, Culture, and Care

Learn how communities around the world define and strive for health and well-being. Explore, study, and question the challenges that all citizens face amid changing social, environmental, and economic forces.

## Coursework

### Globalization and Health

IBPH 3500 / 4 credits / 60 class hours

This course is taught by local faculty in each country and 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.

### Health, Culture, and Community

ANTH 3050 / 4 credits / 60 class hours

This course is taught by traveling faculty and uses the lens of medical anthropology to examine the philosophy and practices characteristic of biomedicine and a wide range of traditional and other systems of health and healing. The reality of medical pluralism in the lives of individuals is explored via themes of health and healing pertinent across the life span.

### Public Health: From Biology to Policy

IBPH 3505 / 4 credits / 60 class hours

This course is taught by local faculty in each country and delves into local and national critical public health issues in the countries visited. The course explores global and national health trends in the context of demographic shifts and development and how public health practitioners work to respond to community health challenges.

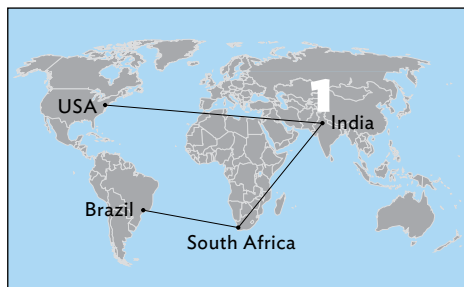
### Community Health Research Methods

IBPH 3510 / 4 credits / 60 class hours

This course is taught by traveling faculty and strengthens students' competence in primary research and inquiry-guided learning through field-based case studies. Students work in groups to gain skills related to community-based research by gathering, analyzing, and interpreting information from a range of sources, maximizing the knowledge provided by local contexts.



Fall



Spring 1



Spring 2

*“To be able to sit with a H’mong family in their hut to learn about their life story and understand their perceptions of health and illness from them was so insightful, so humbling, and one of the greatest learning moments of this semester.”*

Divya Bhatia, Brown University

### Program Sites

Fall: Washington, DC, US; Delhi, India; Cape Town, South Africa; São Paulo, Brazil

Spring Option 1: Washington, DC, US; Delhi, India; Cape Town, South Africa; São Paulo, Brazil

Spring Option 2: New Orleans, US; Hanoi, Vietnam; Bushbuckridge, South Africa; Buenos Aires, Argentina

**Program Duration** Fall/Spring 16 weeks

**Credits** 16

**Homestays** 2–4 week homestays in all locations except the US. Other accommodations could include hostels and/or small hotels.

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





# Human Rights: Foundations, Challenges, and Advocacy

*Investigate the historical and social contexts of diverse human rights movements, including the roles of culture, political economy, and international law in four different countries. Gain extraordinary perspective on issues encompassing challenges to civil, political, economic, social, and cultural rights, through this comparative program.*

## Coursework

### Foundations and Frameworks of Human Rights

HMRT 3000 / 4 credits / 60 hours

This course explores international human rights protections and their local implications and is taught by diverse individuals such as scholars, activists, journalists, UN and state officials, lawyers, and policymakers in each country.

### Comparative Issues in Human Rights

HMRT 3500 / 4 credits / 60 hours

Through selected readings and focused discussions, this interdisciplinary course critically considers an array of analytical lenses used to decipher human rights challenges and applies them to issues encountered in the field.

### The Role of Civil Society: Grassroots Movements and Nongovernmental Organizations

SDIS 3320 / 4 credits / 60 hours

This field-based course introduces students to the leaders and members of both nongovernmental organizations and grassroots popular movements committed to advocacy, activism, and the protection of human 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, culminating in a final research project.

## Examine the Rhetoric and Reality of Human Rights across the Globe

Through case studies, interviews, and visits to local organizers of advocacy groups, students learn how popular movements are launched and developed, and the strategies employed to navigate legal, political, and public arenas. Specific case studies include:

- The struggle for land rights of Himalayan farmers in Nepal.
- The human impact of international conflict through dialogue with Syrian, Iraqi, and Palestinian refugees in Jordan.
- The indigenous rights movement of the Mapuche community in Chile.

**Program Sites** New York, US; Kathmandu, Nepal; Amman, Jordan; Santiago, Chile

**Program Duration** Fall/Spring 15 weeks

**Credits** 16

**Accommodations** 2–4 week homestays in all locations except the US. Other accommodations could include hostels 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*

### **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.

### **The Experiment in International Living**

The Experiment in International Living has been offering immersive experiential learning programs abroad since 1932. Today, The Experiment offers summer programs for high school students in Europe, the Americas, Africa, and Asia and the Pacific. Students are challenged to explore the host country through hands-on experiences in local communities and through the lens of a specific theme.

Learn more at [www.experimentinternational.org](http://www.experimentinternational.org).

### **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 our students' careers. Programs include international education, sustainable development, peace-building and conflict transformation, Teaching English to Speakers of Other Languages (TESOL), and a self-designed option.

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](mailto:admissions@sit.edu), or visit our website at [graduate.sit.edu](http://graduate.sit.edu).

### **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](http://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](http://www.worldlearning.org).

# 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 83.

## 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.

## 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.

## Lifelong Impact

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.

## Ethical Engagement

SIT students are encouraged to interact with the host community and culture in ways that reflect SIT's commitment to ethical, empathic, and inclusive engagement; as part of their research, SIT students are urged to consider issues of power, privilege, and inequality from myriad perspectives. SIT Study Abroad has long been a leader in the areas of research methods and ethics and was among the first in the field of education abroad to implement human subjects review across a broad geographic spectrum.



MOROCCO

# 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 4 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 [studyabroad.sit.edu](http://studyabroad.sit.edu) or by emailing [registrar@sit.edu](mailto: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 U.S. 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 help them manage these risks and maximize their safety 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 emailing [studentaffairs@sit.edu](mailto:studentaffairs@sit.edu). For routine matters, regular business hours are Monday through Friday, from 9 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

\*The Pell Grant Match Award is available for students who use their Pell Grant to help pay for their semester study abroad program.

## 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 (email [studyabroad.scholarships@sit.edu](mailto:studyabroad.scholarships@sit.edu) or fax 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](mailto:studyabroad.scholarships@sit.edu)

There is no separate SIT scholarship application.

Visit [www.sit.edu/scholarships](http://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](mailto: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. (Exceptions: 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:** December 15–May 15

## The following programs have earlier closing dates:

- **IHP/Comparative Health and Cities:** 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](http://www.sit.edu/apply).

For application and admissions requirements, please visit our website at [www.sit.edu/admissions](http://www.sit.edu/admissions).

For questions about our programs and the application process, please contact our admissions team at [studyabroad@sit.edu](mailto: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](http://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](http://www.sit.edu/apply). Questions about applying? Contact the SIT Study Abroad admissions office: [studyabroad@sit.edu](mailto: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](http://www.sit.edu/scholarships) to learn about SIT scholarships and other funding opportunities.

Apply online at [www.sit.edu/apply](http://www.sit.edu/apply).

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# SIT Study Abroad

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Toll-Free within the US **888 272-7881**

Phone **802 258-3212**

Fax **802 258-3296**

Email **studyabroad@sit.edu**

Apply online at [www.sit.edu/apply](http://www.sit.edu/apply).

**studyabroad.sit.edu**



*“My SIT experience in field research helped me gain admission to a very good doctoral program, and skills acquired during the experience were invaluable when I conducted research abroad to complete my PhD. Having international experience as part of my education has also been an asset in the job market.”*

Elizabeth Beaubrun, SIT Study Abroad (1992)  
Senior Research Associate, ArtsResearch

Photo by Jillian Cothran taken on the Ecuador: Comparative Ecology and Conservation program

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