

Research Methods and Ethics

ANTH3500 (3 credits)

Chile: Cultural Identity, Social Justice, and Community Development

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

The *Research Methods and Ethics* course (RME) introduces students to the conceptual and practical tools for gathering primary data and the knowledge and skills that are essential to forming constructive relationships with organizations and/or individuals, which are necessary for completing an academic project in the cultural context of Chile. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Chile; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays particular attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Chile and the program's Critical Global Issue Peace | Human Rights | Social Movements. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

The main emphasis of the course is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The course includes lectures on qualitative methods of research in social sciences and in particular in the program's Critical Global Issue Peace | Human Rights | Social Movements, development of a research proposal or internship proposal, and preparation of an application for review of research with human subjects. All students will participate in an overview of research design and methodological approaches to program themes. Ethical considerations related to conducting research or completing an internship will be discussed. The overall aim is to help students hone their experience-based learning processes and prepare them for the development of an Independent Study Project (ISP), which is largely based on the data gathered from primary sources, or an internship at a local organization.

Learning Outcomes

Upon completion of the course, students will be able to:

- Show an acute sense of positionality and perspective and operate independently, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;
- Demonstrate awareness of appropriate methods and ethics used in field research in the program's Critical Global Issue Peace | Human Rights | Social Movements OR demonstrate awareness of the ethics of internship in the context of Chile;
- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- Produce an Independent Study Project proposal that is in strict observance of ethical academic standards and local values and that includes a research question, sample review of the relevant literature, outline of the research methods, and anticipated ethical challenges and ways of addressing them OR an internship proposal that includes a description of the host organization, an outline of tasks that will be performed, a proposed work timetable, and projected outcomes such as a paper or business plan.

Language of Instruction

This course is taught in Spanish and students will be exposed to vocabulary related to course content through in-country expert lectures and field visits to a wide range of venues and regional locales.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a concrete experience, reflective observation, abstract conceptualization, and active experimentation embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lectures' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Experiential Learning and Positionality in Field-Based Research

This introductory module is designed to introduce students to field-based research in a study abroad context. Students learn how to relate to local communities and individuals. Most particularly, this module allows students to discover the power of experiential learning and use it as a tool to connect to local communities and individuals and develop into reflexive researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

Sample Sessions:

- Cultural Adjustment Cycle
 - Homestay as a Cultural Experience and Site of Learning
 - Doing Field-Based Research in a Study Abroad Context
 - Experiential Learning Philosophy and the Politics of Culture in Chile
 - Positionality and Outsider/Insider Research
- Skills for Networking, Time Management, and Productivity

Required Reading:

Quijano, Anibal, 2000, "Coloniality of Power, Eurocentrism and Latin America", *Nepanta*, 1.3, Duke University Press, pp. 533-80.

Module 2: Research Methods and Ethics Peace | Human Rights | Social Movements

This module focuses on the tools and methods required for conducting quantitative and/or qualitative field research in observance of the ethics and value systems of the local community.

Sample Sessions:

- Research Methods and Ethics in Peace, Human Rights, and Social Movements
- Selecting Topics, Formulating Research Questions, and Literature Review
- Data Collection: Participant Observation and Interviewing
- Data Analysis, Evaluation, and Interpretation

Required Reading:

"Participant Observation", Chapter 3, 2000, *Qualitative Research*, Lofland, J & Lofland, L. H., *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth, USA

Module 3: Introduction to the ISP and Internship

This module will describe the ISP and internship processes and help students brainstorm ideas and set goals for their ISP or internship. The module will include a review and critique of past ISP and/or internship papers. The module will also walk the students through the SIT Study Abroad Review Board (SARB) and Institutional Review Board (IRB) process and the application for Human Subjects Review (HSR application).

Sample Sessions:

Critical Review of past ISPs or Internships

- Introduction to the SIT Study Abroad Review Board (SARB)/Institutional Review Board (IRB) Process and Human Subjects Review Application
- Identifying an ISP Advisor and Securing an Internship Placement
- One-on-one Meetings with the Academic Director to Discuss Preliminary ISP or Internship Ideas

Required Reading:

Babbie, Early (2000) "Fundamentos de la Investigación social" pp.92-94. Sampieri, Roberto (2010) "Metodología de la Investigación (V edición)", pp. 26-30.

Module 4: Project Proposal Development

Based on learning and engagement in the preceding course modules, this module focuses on ISP and internship proposal development and guiding students through the development of the Human Subjects Review (HSR) application for review by the SIT Study Abroad Review Board (SARB). This critical phase in the course involves both large student group meetings and individual student meetings with the academic director and the ISP advisor or internship supervisor.

Sample Sessions:

- Writing an ISP or Internship Proposal
- One-on-one Meetings with Academic Director and/or ISP Advisor or Internship Supervisor
- Peer review of ISP or Internship Proposal Drafts
- Writing the HSR Application
- ISP or Internship Proposal Presentation to Peers and Roundtable Discussion

After completing Modules 1-4, students will split into groups by ISP or internship. ISP students will take Module 5a, and internship students will take Module 5b.

ADs can choose to split the groups or hold a session together at any time based on program-specific resources and course design; the statement above can be adjusted accordingly.

Module 5a: ISP in the Context of Chile

This module prepares the student for the ISP experience. It examines work-based norms and practices related to conducting research in Chile. The module highlights the importance of applied methodology in the ISP experience and the expectations and responsibilities of the student.

Session 1: Preparing for the ISP

This introductory session prepares the student for the ISP. The session covers a range of areas that include how to approach and develop rapport with research participants, how to work collaboratively with the ISP advisor, and logistics of the ISP period, including travel, materials, and timelines. Students will also review the ISP assessment rubric.

Session 2: Work-based Norms and Practices in Chile

This session explores work-based norms and practices related to research in Chile, exploring such issues as how best to describe the ISP to potential research participants and others, gender norms, issues of language, and expectations for behavior while conducting research.

Required Readings:

Eduardo Restrepo. *Etnografía: alcances, técnicas y éticas* (Cap. 2 y 4)

Session 3: ISP Applied Methodology

This session covers strategies of time management, networking strategies, and problem-solving research challenges.

Required Readings:

Bell, Judith. (2010). Planning the Project. In *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science (5th ed.)*. Berkshire England: Open University Press.

Module 5b: Internship in the Context of Chile

This module prepares the student for the internship experience. It examines work-based norms and practices related to internships in Chile. The module highlights the importance of ethics in the internship experience and the expectations and responsibilities of the student, the host institution, and the program.

Session 1: Preparing for the Internship

This introductory session prepares the students for their internship in country. The session covers a range of areas that include résumé preparation and cover letter, dress, student objectives for the internship, and stages of student growth in the internship. Students will review the internship rubric.

Required Readings:

María Inés Winkler ¿Educación Moral en la Investigación Científica? Algunas Reflexiones para las Ciencias Sociales

Recommended Readings:

Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole (chapters 2 and 3).

Richards, Patricia (2016) "Racismo. El Modelo chileno y el Multiculturalismo neoliberal bajo la Concertación 1990-2010, Editorial Pehuen, p. 39-54.

Session 2: Work-based Norms and Practices in Chile

This session explores work-based norms and practices related to internships and work in Chile, exploring such issues as how best to describe the internship experience and purpose to potential internship hosts and others, gender norms, issues of language, and workplace expectations.

Required Readings:

Lira, E. (2008). Notas sobre Ética, investigación social y derechos humanos. En: Elizabeth Lira (Ed.). Bioética en investigación en Ciencias Sociales (33-46). Santiago de Chile. CONICYT.

Session 3: The Ethics of Participating in an Internship in Chile

This session outlines the responsibilities of the student and the host organization for a productive and significant experience that can serve the objectives of both. The session also reviews best practices for a successful internship and exposes the student's positionality in relation to the organization.

Recommended Readings

McDonald, Francis (2011) Ethical Use of Interns. Retrieved from:

<http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf>

Evaluation and Grading Criteria

Description of Assignments:

1) Practice Interview (15%)

Students are asked to conduct a practice interview with one of the members of their host family. They are asked to write a small reflection (2-3 pages) about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up and wording of their questionnaire and consequently the outcome of the interview.

2) Assignment II Pod Cast (15%)

Depending on the nature and objectives of the program, the methods used may be qualitative or quantitative. The assignments developed for this course have the objective of assessing the use of these field methods in different cultural, political, and economic environments. The skills developed in the assignment aim to prepare students to carry out their Independent Study Project or internship with high ethical considerations.

3) Field Work Journal (20%)

Students are expected to keep a work journal where they will document thoroughly all the activities and assignments carried out during the course. This will also continue during the Independent Study Project or the internship period. The work journal is submitted for review and evaluation two times during the course of the semester.

4) Research/Internship Proposal (40%)

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

The internship proposal should include the objectives to be achieved during the internship period, a justification of the work and the organization selected, skills or areas in which the student can contribute to the work of the host organization, and an outline of the work plan to be carried out.

5) Participation (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment:

- Practice Interview – 15%
- Pod Cast – 15%
- Field Work Journal – 20%
- Research/Internship Proposal – 40%
- Participation – 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

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

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at

that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or

participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.

- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use

SIT Policies and Resources

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

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