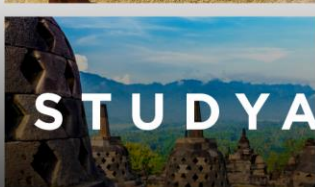




SIT SCHOOL FOR
INTERNATIONAL
TRAINING
STUDY ABROAD

2022 - 2023

COURSE CATALOG



STUDYABROAD.SIT.EDU

SUMMER 2022

ITRN-3005-CMW, Virtual Internship & Seminar, 5 Credits

Summer 2022: Cameroon: Vtl Itrn Wmn's Rgts & Resilience in Conflict Situa | Africa, South of the Sahara

This virtual internship and seminar is a summer six-week distance learning course comprised of 225 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 37.5 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations.

ITRN-3005-IKV, Virtual Internship & Seminar, 5 Credits

Summer 2022: Kenya: Online Internship in Public Health in the Tropics | Africa, South of the Sahara

The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to public health promotion/research and health management in the tropics complemented by immersive experiential learning. SIT will facilitate an internship placement for students. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight of internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student takes responsibility for being proactive in engaging with internship

colleagues and the internship supervisor to achieve internship objectives.

ITRN-3000-IKH, Internship & Seminar, 4 Credits

Summer 2022: Kenya: Public Health in the Tropics Internship | Africa, South of the Sahara

This course consists of a five-week internship with a national, international, or local public health delivery organization based in Kenya. The internship enables students to gain valuable work experience in the public health field and introduces students to planning, delivery, and management of public health in the tropics, using western Kenya as the case study.

SWAH-1003-IKH, Intensive Language Study: Beginning Kiswahili, 3 Credits

Summer 2022: Kenya: Public Health in the Tropics Internship | Africa, South of the Sahara

Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice

SWAH-1203-IKH, Intensive Language Study: Beginning Kiswahili, 3 Credits

**Summer 2022: Kenya: Public Health in the Tropics
Internship | Africa, South of the Sahara**

Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice

**SWAH-2003-IKH, Intensive Language Study:
Intermediate Kiswahili, 3 Credits**

**Summer 2022: Kenya: Public Health in the Tropics
Internship | Africa, South of the Sahara**

Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice

**SWAH-2503-IKH, Intensive Language Study:
Intermediate Kiswahili, 3 Credits**

**Summer 2022: Kenya: Public Health in the Tropics
Internship | Africa, South of the Sahara**

Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice

**SWAH-3003-IKH, Intensive Language Study: Advanced
Kiswahili, 3 Credits**

**Summer 2022: Kenya: Public Health in the Tropics
Internship | Africa, South of the Sahara**

Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice

**SWAH-3503-IKH, Intensive Language Study: Advanced
Kiswahili, 3 Credits**

**Summer 2022: Kenya: Public Health in the Tropics
Internship | Africa, South of the Sahara**

Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing,

students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice

SWAH-1003-KEL, Beginning Swahili, 3 Credits

Summer 2022: Kenya: Virtual Swahili Languages (All Levels) | Africa, South of the Sahara

This 9-week virtual course is designed to develop student proficiency and communication in the Swahili language – Kiswahili. While emphasis is primarily upon oral comprehension and conversation (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. In addition, the course is designed not only to help students acquire Kiswahili, but also to learn attendant cultural aspects of Kenya. Language instruction begins during orientation and quickly introduces students to basic vocabulary, sentence structure and easy dialogues that enable students to immediately begin using Swahili. Cultural awareness is built into the course via folk tales and lectures.

SWAH-1503-KEL, Beginning Swahili, 3 Credits

Summer 2022: Kenya: Virtual Swahili Languages (All Levels) | Africa, South of the Sahara

This 9-week virtual course is designed to develop student proficiency and communication in the Swahili language – Kiswahili. While emphasis is primarily upon oral comprehension and conversation (i.e., listening and

speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. In addition, the course is designed not only to help students acquire Kiswahili, but also to learn attendant cultural aspects of Kenya. Language instruction begins during orientation and quickly introduces students to basic vocabulary, sentence structure and easy dialogues that enable students to immediately begin using Swahili. Cultural awareness is built into the course via folk tales and lectures.

SWAH-2003-KEL, Intermediate Swahili, 3 Credits

Summer 2022: Kenya: Virtual Swahili Languages (All Levels) | Africa, South of the Sahara

This 9-week virtual course is designed to further develop student proficiency and communication in the Swahili language – Kiswahili. While emphasis is primarily upon oral comprehension and conversation (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. In addition, the course is designed not only to help students acquire Kiswahili, but also to learn attendant cultural aspects of Kenya. Cultural awareness is built into the course via folk tales and lectures.

SWAH-2503-KEL, Intermediate Swahili, 3 Credits

Summer 2022: Kenya: Virtual Swahili Languages (All Levels) | Africa, South of the Sahara

This 9-week virtual course is designed to further develop student proficiency and communication in the Swahili language – Kiswahili. While emphasis is primarily upon oral comprehension and conversation (i.e., listening and speaking), reading and writing are highlighted as crucial

to the reinforcement of those skills. In addition, the course is designed not only to help students acquire Kiswahili, but also to learn attendant cultural aspects of Kenya. Cultural awareness is built into the course via folk tales and lectures.

SWAH-3003-KEL, Advanced Swahili, 3 Credits

Summer 2022: Kenya: Virtual Swahili Languages (All Levels) | Africa, South of the Sahara

This virtual 9-week course enables students to gain a deeper understanding of the Kiswahili language through reading, analyzing, and interpreting complex thoughts, issues and ideas in literature written in Kiswahili by African writers. In addition, students perform other linguistically advanced tasks, such as: expressing their feelings, seeking the opinion of others, giving advice, and describing their health condition. Cultural practices and belief systems are integrated into the course and introduced through lectures.

SWAH-3503-KEL, Advanced Swahili, 3 Credits

Summer 2022: Kenya: Virtual Swahili Languages (All Levels) | Africa, South of the Sahara

This virtual 9-week course enables students to gain a deeper understanding of the Kiswahili language through reading, analyzing, and interpreting complex thoughts, issues and ideas in literature written in Kiswahili by African writers. In addition, students perform other linguistically advanced tasks, such as: expressing their feelings, seeking the opinion of others, giving advice, and describing their health condition. Cultural practices and belief systems are integrated into the course and introduced through lectures.

IPBH-3000-MGH, Social and Political Dimensions of Health, 3 Credits

Summer 2022: Madagascar: Traditional Medicine and Healthcare Systems | Africa, South of the Sahara

This course provides an introduction to the cultural, political, and socioeconomic contexts of healthcare in Madagascar, allowing students to understand Malagasy cultural assumptions and practices as they relate to healthcare. The course will also explore the role of post-colonial and contemporary Malagasy politics as applied to healthcare policy and delivery, and introduce students to major economic activities in the formal and informal sectors as they relate to healthcare and access to health systems.

IPBH-3500-MGH, Healthcare Practice in Madagascar, 3 Credits

Summer 2022: Madagascar: Traditional Medicine and Healthcare Systems | Africa, South of the Sahara

This course is an examination of healthcare practices in urban and rural settings to understand traditional and allopathic healthcare approaches. Students will explore ethical issues in healthcare delivery and the roles of healthcare delivery professionals and informal healthcare practice in overall healthcare issues in the different systems.

MALA-1003-MGH, Malagasy, 3 Credits

Summer 2022: Madagascar: Traditional Medicine and Healthcare Systems | Africa, South of the Sahara

Emphasis on beginning speaking and comprehension skills through classroom and field-based instruction. In addition to a focus on oral proficiency, the course integrates the program theme of traditional medicine and healthcare systems with Malagasy language learning. Formal instruction is augmented by language practice with host families during homestays.

AFRS-3000-SGU, African Urban Hip-Hop and Decolonial Futures, 3 Credits

Summer 2022: Senegal: Hip Hop, Resilience & Black Struggles | Africa, South of the Sahara

The goal of the course is to provide students with a deeper understanding of the vitality, resilience, and global breadth of contemporary African and African diaspora communities through experiential engagement with hip-hop and urban cultures as decolonial voices that address the limits of coloniality, global capitalism, and local political realities. This course focuses on the ways African urban hip-hop functions as decolonial pedagogical praxes and counterhegemonic movements against cultural and economic imperialism in the global African diaspora. Using music as a political and aesthetic expression against empire, we explore the potential and limits of African urban hip-hop to offer disenfranchised masses, especially people of African descent, possibilities to critique and delink from coloniality in their everyday lives. We study hip-hop as a means to create solidarity between African descendants and economically disenfranchised peoples from the global north and the global south. Our ultimate goal is to question dominant narratives and create a transformative consciousness about economic and cultural globalization, immigration, identity, nation, nationality, democracy, human rights, and equality.

AFRS-3500-SGU, Rethinking Africa and the African Diaspora, 3 Credits

Summer 2022: Senegal: Hip Hop, Resilience & Black Struggles | Africa, South of the Sahara

The goal of this course is to provide a deeper understanding of the Idea of “Africa” and the African diaspora from a decolonial perspective. By engaging with the intellectual, social, and political characteristics of everyday life in Senegal and the U.S., students will examine dominant narratives about people of African descent to critique colonial interpretations of Africa and move toward a consciousness that decolonizes the “idea of Africa” and the African diaspora. Further, this course attempts to evaluate the way this critical and experiential engagement with mainstream understandings of the meaning of “Africa” is essential to the decolonial futures of people of African descent. The course will have three major concentrations: 1) the hegemonic discourses and practices rooted in the colonial matrix of power that have, since the 14th century, participated in the invention of “Africa” and the dehumanization of people of African descent; 2) the competing anti-colonial discourses and political practices that have questioned the colonial matrix of power. We will focus on how these engagements do not succeed in completely delinking from the modern paradigm, and therefore continue to participate in another re-invention of “Africa” that still places African-descended cultures and peoples at the periphery of knowledge production; 3) the often silenced, yet nonetheless articulated decolonial voices and creolized cultures that allow for a more Afro-centered understanding of the presence of people of African descent in the world. The analysis of these three major ways of understanding “Africa” and African-descended peoples will be done in light of students’ everyday experiences in the U.S. and in Senegal, thereby allowing us to determine what “Africa” and the “African diaspora” mean to us rather than what they are. We will interrogate the ways practices in host

families, places of worship, artist workshops, entertainment, markets, political spheres, and workplaces, etc., expose the way discourses on “Africa” have participated in our own conceptions of, and relation with, afro-descendants and how engaging these discourses and practices can prepare us to not only reconceptualize the pluriversality of the continent but also re-imagine the future of African-descended peoples in decolonial terms.

IEDP-3000-SFK, Education and Social Change Seminar, 4 Credits

Summer 2022: South Africa: Education & Social Change | Africa, South of the Sahara

An examination of education in South Africa in the context of historical circumstances, contemporary public policy, and social and economic development. Lectures and discussions combine with field study, visits to schools, NGOs, local communities, and government offices.

PRAC-3000-SFK, Education Practicum, 4 Credits

Summer 2022: South Africa: Education & Social Change | Africa, South of the Sahara

A firsthand examination of educational issues through practicum experiences in both rural and urban KwaZulu-Natal. The Zululand rural homestay period includes a one-week practicum and observation of nearby educational institutions. Urban practicum experiences in Durban may include participation in a weekend youth camp, where students will serve as camp counselors.

AFRS-3000-ISA, Social Justice and Social Change Seminar, 3 Credits

Summer 2022: South Africa: Social Justice and Activism Internship | Africa, South of the Sahara

Through lectures, discussions and excursions, you’ll gain a broad understanding of the historical background of South Africa’s Apartheid system, and how Apartheid shaped and continues to impact social policy and the visions for present South Africa. You’ll also examine anti-apartheid resistance and the post-1994 social justice movements, and look at contradictions and tensions between ideas, values and practice.

ITRN-3000-ISA, Internship and Seminar, 4 Credits

Summer 2022: South Africa: Social Justice and Activism Internship | Africa, South of the Sahara

Internship and Seminar in social justice and activism

ITRN-3005-SFW, Internship & Seminar, 5 Credits

Summer 2022: South Africa: Virtual Internship in Dip, Conf Res, Int'l Rel | Africa, South of the Sahara

This virtual internship and seminar is a summer six-week distance learning course comprised of 225 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 37.5 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations.

PEAC-3000-UGP, Peace and Conflict Seminar, 6 Credits

Summer 2022: Uganda and Rwanda: Peace and Conflict Studies in the Lake Victoria Basin | Africa, South of the Sahara

The course examines the historical, political, and social dimensions of the conflicts in the Lake Victoria Basin with a focus on northern Uganda and Rwanda. Major topics include the sources and root causes of conflict, political and social aspects of the genocide, migration and refugee issues, the UN Tribunal, and the Gacaca court system in Rwanda.

ASIA-3010-INF, Agroecology and Food Security in the Himalaya, 3 Credits

Summer 2022: India: Agroecology and Food Security in the Himalaya | Asia and the Pacific

This interdisciplinary course focuses on agroecology, the new movement around the world focusing on sustainable farming from the complementary perspectives of food security and farmer sovereignty. The course aims to develop understanding of the traditional integrated agriculture systems practiced by small farmers in the Sikkim Himalayas based on agro-ecological principles and observing the local living food economies that holds the solution to the future of food, nutritional and ecological crises.

The course also provides deeper analysis about the political economy of food, nutrition and health and how different anthropogenic factors and changing world views impact small farmers' traditional ecological agriculture, paving the way to reflect deeply on what entails a safe, just, healthy, and inclusive food system in

the context of Himalayas and the world. In addition, the seminar will impart an understanding of the resilience in community based agro-ecological practices that can be applied to any part of the world. Students engage in hands-on agricultural community practices and develop new skills and diverse perspectives necessary for analyzing the sustainability of food production and nutritional security. The course prepares students for the Food Security Field Study Project.

FSPR-3080-INF, Food Security Field Study Project, 3 Credits

Summer 2022: India: Agroecology and Food Security in the Himalaya | Asia and the Pacific

A project-based course designed to immerse students in the development, planning, and execution of a field study project related to the program theme. The project is carried out in collaboration with community members and in strict adherence to the SIT Human Subjects Review policy. Engagement in this project allows students to understand and analyze changes in local food production systems, nutritional security, the complexity of food politics and organic food production, impacts of globalization, and community-based action focused on food and nutritional security. The course entails preparing a proposal, carrying out the project in collaboration with a local community, and presenting the outcomes in both written and oral form. In the process, students gain skills in project management, interpersonal communication, problem-solving, and oral and written presentation.

HIND-1003-INL, Beginning Hindi, 3 Credits

Summer 2022: India: Hindi Language (beginning & Intermediate) | Asia and the Pacific

This course provides a solid introduction to Hindi language. It introduces the basics of the language, including grammar and prepares students for basic conversational situations. The course begins with introduction to recognizing and pronouncing the sounds used in spoken Hindi and learning the characters used in written and spoken Hindi. Students will learn about common sentence patterns/structures and read and write basic sentences which allows them to understand, write and speak in a range of everyday situations. As the course progresses, students will work towards writing, listening and reading complex expressions. The course will help students understand how cultural issues such as respect shown in relation to age, gender influence the way Hindi is spoken and used in everyday life.

HIND-1503-INL, Beginning Hindi, 3 Credits

Summer 2022: India: Hindi Language (beginning & Intermediate) | Asia and the Pacific

This course provides a solid introduction to Hindi language. It introduces the basics of the language, including grammar and prepares students for basic conversational situations. The course begins with introduction to recognizing and pronouncing the sounds used in spoken Hindi and learning the characters used in written and spoken Hindi. Students will learn about common sentence patterns/structures and read and write basic sentences which allows them to understand, write and speak in a range of everyday situations. As the course progresses, students will work towards writing, listening and reading complex expressions. The course will help students understand how cultural issues such as respect shown in relation to age, gender influence the way Hindi is spoken and used in everyday life.

HIND-2003-INL, Intermediate Hindi, 3 Credits

Summer 2022: India: Hindi Language (beginning & Intermediate) | Asia and the Pacific

The course provides skills and knowledge for intermediate level of Hindi for listening, reading, speaking and writing. Students will deepen the vocabulary skills by exploring grammatically appropriate word formation. Intermediate learners are expected to initiate everyday conversation, so the focus is placed on vocabulary related to the general themes of culture, environment and development in contemporary India. Variety of texts and audio-visual materials from Bollywood films, newspaper articles, short stories, or poetry are used to develop students' skills to read and understand long and complex Hindi sentences. Students will gain the ability to interact in a more meaningful way with the language speakers and navigate various cultural contexts.

HIND-2503-INL, Intermediate Hindi, 3 Credits

Summer 2022: India: Hindi Language (beginning & Intermediate) | Asia and the Pacific

The course provides skills and knowledge for intermediate level of Hindi for listening, reading, speaking and writing. Students will deepen the vocabulary skills by exploring grammatically appropriate word formation. Intermediate learners are expected to initiate everyday conversation, so the focus is placed on vocabulary related to the general themes of culture, environment and development in contemporary India. Variety of texts and audio-visual materials from Bollywood films, newspaper articles, short stories, or poetry are used to develop students' skills to read and

understand long and complex Hindi sentences. Students will gain the ability to interact in a more meaningful way with the language speakers and navigate various cultural contexts.

HIND-3003-INL, Advanced Hindi, 3 Credits

Summer 2022: India: Hindi Language (beginning & Intermediate) | Asia and the Pacific

The course will advance reading, writing, listening and speaking in Hindi Language. Relevant grammatical topics will enable students to reinforce and build upon prior knowledge and to follow new topics easily. It focuses on advance understanding of sentence structure, use of complex tenses, and extensive vocabulary integration. In addition, the course places concentration on the advancement of high-level literary aptitude, for students to read, discuss and draw meaning from Daily interaction, diverse texts and new media sources. Individualized and personal tutorial is given to students at the Advanced Hindi level, including an opportunity to learn a craft and the language around it.

HIND-3503-INL, Advanced Hindi, 3 Credits

Summer 2022: India: Hindi Language (beginning & Intermediate) | Asia and the Pacific

The course will advance reading, writing, listening and speaking in Hindi Language. Relevant grammatical topics will enable students to reinforce and build upon prior knowledge and to follow new topics easily. It focuses on advance understanding of sentence structure, use of complex tenses, and extensive vocabulary integration. In addition, the course places concentration on the advancement of high-level literary aptitude, for students

to read, discuss and draw meaning from Daily interaction, diverse texts and new media sources.

Individualized and personal tutorial is given to students at the Advanced Hindi level, including an opportunity to learn a craft and the language around it.

ASIA-3010-INM, Traditional Indian Medicine: Theory and Context, 5 Credits

Summer 2022: India: Traditional Medicine and Healthcare Practices | Asia and the Pacific

This six-week seminar provides a framework for the investigation of several traditional healthcare systems in India by examining some of the country's basic social, economic, cultural, and legal paradigms. It considers India's rich and ancient philosophical traditions pertaining to theories of health, healing, and medicine. These traditional healthcare systems are both widely practiced and receive government support today. The course introduces students to the origins of these wellness theories and systems through lectures, discussions, readings, and field visits designed to facilitate direct observation. The primary focus is on the systems of Ayurveda, yoga, Unani, Siddha, Amchi, folk medicine, and ethnic-traditional healing in the states of Uttarakhand and Himachal Pradesh.

ASIA-3020-INM, Field Study of Traditional Indian Healthcare Practices, 3 Credits

Summer 2022: India: Traditional Medicine and Healthcare Practices | Asia and the Pacific

This six-week course complements the Traditional Indian Medicine: Theory and Context seminar. The course emphasizes field study methods that give students a

foundation for engaging in basic ethnographic approaches to studying and understanding the practice of traditional medicine. Through visits to and interaction with organizations and individuals working in India's traditional healthcare system, students gain firsthand exposure to the practices and environments social contexts of these alternative methods of wellness. Though observation, note-taking, and interviewing, students gain experience with primary sources, thereby increasing their knowledge of traditional medicine in India.

ITRN-3000-INW, Virtual Internship & Seminar, 5 Credits

Summer 2022: India: Virtual Internship in Enviro, Development & Sustain | Asia and the Pacific

This virtual internship and seminar is a summer six-week distance learning course comprised of 225 hours. Students intern with a local community organization, a research organization, a business, or an international NGO. Students will be expected to devote approximately 37.5 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the

internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ENVI-3010-ABE, Biodiversity and Natural Resource Conservation, 3 Credits

Summer 2022: Indonesia: Biodiversity and Conservation in Bali and Borneo | Asia and the Pacific

This course focuses on biodiversity conservation in the ecological context of tropical Asian reef and rainforest systems. Against a backdrop of historical and contemporary patterns of natural resource use patterns in Indonesia and particularly Bali, students examine the responses of the biota to large-scale habitat loss and fragmentation, extraction of resources (for example timber and fishes), and changes to hydrological and nutrient dynamics that accompany conversion of the landscape to agricultural dominance. Understanding the processes and patterns of change gives students insight into potential solutions, which may include government-initiated programs, privately funded ventures, and community-based approaches. Students examine these different models by means of social, economic, and environmental indicators of success, looking in particular at integration of these aspects and potential for long-term, sustainable solutions.

ENVI-3060-ABE, Biodiversity and Conservation Field Study Project, 3 Credits

Summer 2022: Indonesia: Biodiversity and Conservation in Bali and Borneo | Asia and the Pacific

In this course, students engage in research on a topic of relevance to biodiversity and conservation in Bali. The emphasis in this project is on building a solid framework for facilitating field research, including development of appropriate research questions and methodology, use of literature and other resources to construct a strong context for proposed project work, and cultivation of sound primary data collection skills (including interview and laboratory-based skills as well as fieldwork in a narrower sense). Each student conducts research with a field component and produces an original academic paper whose contents are also presented orally to student peers. This course gives students the opportunity to engage in more detail with one of the themes examined in the seminar and to develop their research skills.

INDO-1002-ABE, Beginning Bahasa Indonesia, 2 Credits

Summer 2022: Indonesia: Biodiversity and Conservation in Bali and Borneo | Asia and the Pacific

This course is designed to develop student proficiency and communication in Indonesian language in order to deepen experiential learning about community nature conservation practices in Bali. While emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. Thus, the course is designed to help students not only acquire Indonesian language skills, but also to grasp cultural practices in Indonesia. Cultural context is built into the course and introduced through experiential activities accompanying the textbook. Beginning Indonesian introduces students to pronunciation and writing systems of basic grammar, basic vocabulary, and sentence structure.

INDO-2002-ABE, Intermediate Bahasa Indonesia, 2 Credits

Summer 2022: Indonesia: Biodiversity and Conservation in Bali and Borneo | Asia and the Pacific

This course is designed to develop student proficiency and communication in Indonesian language in order to deepen experiential learning about community nature conservation practices in Bali. While emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. Thus, the course is designed to help students not only acquire Indonesian language skills, but also to grasp cultural practices in Indonesia. Cultural context is built into the course and introduced through experiential activities accompanying the textbook. Beginning Indonesian introduces students to pronunciation and writing systems of basic grammar, basic vocabulary, and sentence structure.

INDO-3002-ABE, Advanced Bahasa Indonesia, 2 Credits

Summer 2022: Indonesia: Biodiversity and Conservation in Bali and Borneo | Asia and the Pacific

This course is designed to develop student proficiency and communication in Indonesian language in order to deepen experiential learning about community nature conservation practices in Bali. While emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. Thus, the course is designed to help students not only acquire Indonesian language skills, but also to grasp cultural practices in Indonesia. Cultural context is built into the course and introduced through experiential activities accompanying the textbook. Beginning

Indonesian introduces students to pronunciation and writing systems of basic grammar, basic vocabulary, and sentence structure.

GEOL-3000-NPG, Geohazards in the Himalaya, 3 Credits

Summer 2022: Nepal: Geoscience in the Himalaya | Asia and the Pacific

This field course focuses on environmental geohazards as a perspective through which to study the interactions between human and Earth systems in the Himalaya. The rugged terrain of an active mountain range limits habitation and travel but also contributes to diverse and multifaceted societies within a concentrated region. The sediments and soils that come from the mountains provide rich agricultural lands, but settlements are precariously balanced on steep slopes or beside rushing rivers and are subject to geohazards such as landslides, floods, and earthquakes. Furthermore, the climate system is rapidly changing due to practices of industrialized nations, leading to additional challenges. Students do field investigations into how Earth systems affect and influence society and how human decisions and actions bear consequences on the environment and determine societal risk in the face of geohazards. Particular emphasis given to the study of low-cost and technologically simple solutions that dovetail with other sustainable development practices. Students also learn ethical human subjects review procedures for work involving people.

GEOL-3060-NPG, Geology Field Study Project, 3 Credits

Summer 2022: Nepal: Geoscience in the Himalaya | Asia and the Pacific

Field study allows students to grapple with the complexity of a single topic in more depth. You will maintain a journal of interests and research ideas during the first portions of the program. As the field study portion of the program approaches, each student or pair of students will meet with an advisor to refine ideas to a focused research question that addresses aspects of either or both of the preceding field courses. After writing a brief proposal that articulates a viable research design, you carry out independent field research for about 10 days. The final days of the program will be spent analyzing and communicating project findings and will include final debriefing sessions in Kathmandu.

GEOL-3500-NPG, Earth Science Field Methods, 3 Credits

Summer 2022: Nepal: Geoscience in the Himalaya | Asia and the Pacific

Develop geoscience field skills within the setting of Earth's highest mountain range. Field observations underpin many Earth and environmental science disciplines. In a grand traverse of the Himalayas from south to north of the mountains in the Annapurna region, students learn to reconstruct the geologic past and interpret ongoing Earth processes. This course and itinerary incorporate most of the major Himalayan rock formations and climatic zones, offering broad experience with different types of sedimentary, metamorphic, and igneous rocks as well as structural and sedimentary features. In constructing and justifying a plausible geologic history through cross sections and maps, students learn to synthesize a wide range of observations to better understand our planet's dynamic processes.

NEPA-1003-NPN, Beginning Nepali, 3 Credits

Summer 2022: Nepal: Nepali Language Beginning, Intermediate, & Advanced | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Each lesson presents the situation, e.g. eating with host family, and the topic, e.g. food and socializing. Students learn to use a certain “dialogue” appropriate to the topic. Dialogues are used to assist in expressing needs, wants, questions, responding to questions, giving and asking opinions, and interviewing, etc. The course places emphasis on reading, writing, listening and speaking skills. The approach for this course is tutorial in nature and students will be expected to be more selfdirected than usual. The course emphasizes regular practice and when possible, community contact, self-study and observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

NEPA-1503-NPN, Beginning Nepali, 3 Credits

Summer 2022: Nepal: Nepali Language Beginning, Intermediate, & Advanced | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Each lesson presents the situation, e.g. eating with host family, and the topic, e.g. food and socializing. Students learn to use a certain “dialogue” appropriate to the topic. Dialogues are used to assist in expressing needs, wants, questions, responding to questions, giving and asking opinions, and interviewing, etc. The course places emphasis on reading, writing, listening and speaking skills. The approach for this course is tutorial in nature and students will be expected to be more selfdirected than usual. The course emphasizes regular practice and when possible, community contact, self-study and observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

NEPA-2003-NPN, Intermediate Nepali, 3 Credits

Summer 2022: Nepal: Nepali Language Beginning, Intermediate, & Advanced | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results. The approach for this course is tutorial in nature and students will be expected to be more self-directed than usual. The course emphasizes regular practice and possible community-contact, self-study and observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

NEPA-2503-NPN, Intermediate Nepali, 3 Credits

Summer 2022: Nepal: Nepali Language Beginning, Intermediate, & Advanced | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results. The approach for this course is tutorial in nature and students will be expected to be more self-directed than usual. The course emphasizes regular practice and possible community-contact, self-study and observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

NEPA-3003-NPN, Advanced Nepali, 3 Credits

Summer 2022: Nepal: Nepali Language Beginning, Intermediate, & Advanced | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value

to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results. The approach for this course is tutorial in nature and students will be expected to be more self-directed than usual. The course emphasizes regular practice and when possible, community contact, self-study and observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

NEPA-3503-NPN, Advanced Nepali, 3 Credits

Summer 2022: Nepal: Nepali Language Beginning, Intermediate, & Advanced | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work

and ACTFL Oral Proficiency Interview results. The approach for this course is tutorial in nature and students will be expected to be more self-directed than usual. The course emphasizes regular practice and when possible, community contact, self-study and observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

TIBE-1003-NPL, Beginning Tibetan, 3 Credits

Summer 2022: Nepal: Tibetan Language Beginning, Intermediate, & Advanced | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. The primary objective of the online Introductory Tibetan language course is for students to develop oral skills that will allow them to communicate with members of different Tibetan communities. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Reading and writing skills are also introduced, since students are required to be able to read and write names and terms written in Tibetan script and/or scholarly transliteration (i.e. the Wylie system), even if their orthography and spelling remains a challenge.

TIBE-1503-NPL, Beginning Tibetan, 3 Credits

Summer 2022: Nepal: Tibetan Language Beginning, Intermediate, & Advanced | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. The primary objective of the online Introductory Tibetan language course is for students to develop oral skills that will allow them to communicate with members of different Tibetan communities. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Reading and writing skills are also introduced, since students are required to be able to read and write names and terms written in Tibetan script and/or scholarly transliteration (i.e. the Wylie system), even if their orthography and spelling remains a challenge.

TIBE-2003-NPL, Intermediate Tibetan, 3 Credits

Summer 2022: Nepal: Tibetan Language Beginning, Intermediate, & Advanced | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education

TIBE-2503-NPL, Intermediate Tibetan, 3 Credits

Summer 2022: Nepal: Tibetan Language Beginning, Intermediate, & Advanced | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education

TIBE-3003-NPL, Advanced Tibetan, 3 Credits

Summer 2022: Nepal: Tibetan Language Beginning, Intermediate, & Advanced | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many

Himalayan peoples who have had a Tibetan-language education

TIBE-3503-NPL, Advanced Tibetan, 3 Credits

Summer 2022: Nepal: Tibetan Language Beginning, Intermediate, & Advanced | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education

ITRN-3005-VNW, Virtual Internship & Seminar, 5 Credits

Summer 2022: Vietnam: Virtual Internship in Development & Gender | Asia and the Pacific

This virtual internship and seminar is a summer six-week distance learning course comprised of 225 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 37.5 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions,

seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing.

Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ARTS-3005-CZS, Creativity in the Czech Context, 3 Credits

Summer 2022: Czech Republic: Arts Studios in Creative Writing, Contemporary Dance & Photography | Europe

The Creativity in the Czech Context seminar is devoted to the intersections of human rights, civic action and the creative arts. Students meet with NGO managers and activists utilizing creative mechanisms to promote human and civil rights and raise public awareness and debate in such areas as homelessness, women's rights, civil rights, mental and physical disabilities, and the environment. They engage in cross-cultural debate on the rich history of Czech dissent and how the roles of artists and civic leaders have transformed in recent decades.

ARTS-3006-CZS, Contemporary Dance Studio, 3 Credits

Summer 2022: Czech Republic: Arts Studios in Creative Writing, Contemporary Dance & Photography | Europe

This class is devoted to studio practice in contemporary dance techniques with an emphasis on contact improvisation, understanding the mind, body and voice for individual and group performance work, and working with sound and light. Students take part in intensive studio sessions, attend contemporary dance and alternative theater performances, keep a fieldwork journal and present their work at a performance in a public venue. They also meet with choreographers, dancers and production specialists to gain insights into the local performance scene and the different ways in which dancers engage or contribute to current social justice and political discourse.

ARTS-3007-CZS, Creative Writing Studio, 3 Credits

Summer 2022: Czech Republic: Arts Studios in Creative Writing, Contemporary Dance & Photography | Europe

This studio is devoted creative writing practice and an introduction to contemporary Czech literature. Students take part in workshops based on prompts provided by the lecturer, and group critiques of their work. They also meet with Czech writers of fiction and poetry to discuss the writing process and ways in which their writing reflects topics such as Czech identity and history and current public debates around politics and social justice topics. Students keep a journal of field-observation exercises and select one work for revision and presentation at a closing literary evening that also includes a discussion of their processes, topics and inspiration from Czech authors.

ARTS-3008-CZS, Photography Studio, 3 Credits

Summer 2022: Czech Republic: Arts Studios in Creative Writing, Contemporary Dance & Photography | Europe

This class is devoted to practice in experimental photography with an emphasis on techniques such as montage, collage, assemblage, stop motion photography, and photogram, all of which have deep roots in Czech visual arts history. Students take part in workshops in artist studios or other workshops, attend exhibitions and visit photographic archives, keep a sketchbook and journal and present their photo experiments in a public gallery space. They also meet with contemporary visual artists and photographers that work with experimental and multi-media methods as well as curators or other specialists to gain insights into the Czech visual arts scene and the different ways in which Czech artists engage in public discourse around politics and social justice topics.

EURO-3005-CZS, Creativity in the Czech Context, 3 Credits

Summer 2022: Czech Republic: Arts Studios in Creative Writing, Contemporary Dance & Photography | Europe

The Creativity in the Czech Context seminar is devoted to the intersections of human rights, civic action and the creative arts. Students meet with NGO managers and activists utilizing creative mechanisms to promote human and civil rights and raise public awareness and debate in such areas as homelessness, women's rights, civil rights, mental and physical disabilities, and the environment. They engage in cross-cultural debate on the rich history of Czech dissent and how the roles of artists and civic leaders have transformed in recent decades.

ENGR-3000-ICE, Renewable Energy, Technology, and Resource Economics Seminar, 4 Credits

Summer 2022: Iceland: Renewable Energy, Technology and Resource Economics (Summer 1) | Europe

This course focuses on helping students develop mastery of alternative energy technologies and an understanding of the role these technologies play in Iceland's social, economic, and political context and how these lessons apply to the larger world. Learning takes place both in the classroom and in the field.

ENGR-3060-ICE, Renewable Energy, Technology, and Resource Economics Project, 3 Credits

Summer 2022: Iceland: Renewable Energy, Technology and Resource Economics (Summer 1) | Europe

In this course students are introduced to recent research in renewable energy, technology, and resource economics. Students become familiar with the methodologies employed in energy and sustainability studies. Students select and analyze relevant issues in renewable energy in consultation with program faculty. Each student conducts research with a field study component to produce an original academic paper and presents their results to the class. This course gives students the opportunity to engage more deeply with one of the topics covered in the seminar and to develop their academic skills. Support is provided throughout the project from program faculty.

ICEL-1002-ICE, Icelandic, 2 Credits

Summer 2022: Iceland: Renewable Energy, Technology and Resource Economics (Summer 1) | Europe

Classroom and field instruction in the basics of the Icelandic language and the ways in which it reflects the sociocultural identity of the nation.

ENGR-3000-ICE, Renewable Energy, Technology, and Resource Economics Seminar, 4 Credits

Summer 2022: Iceland: Renewable Energy, Technology and Resource Economics (Summer 2) | Europe

This course focuses on helping students develop mastery of alternative energy technologies and an understanding of the role these technologies play in Iceland's social, economic, and political context and how these lessons apply to the larger world. Learning takes place both in the classroom and in the field.

ENGR-3060-ICE, Renewable Energy, Technology, and Resource Economics Project, 3 Credits

Summer 2022: Iceland: Renewable Energy, Technology and Resource Economics (Summer 2) | Europe

In this course students are introduced to recent research in renewable energy, technology, and resource economics. Students become familiar with the methodologies employed in energy and sustainability studies. Students select and analyze relevant issues in renewable energy in consultation with program faculty. Each student conducts research with a field study component to produce an original academic paper and presents their results to the class. This course gives students the opportunity to engage more deeply with one of the topics covered in the seminar and to develop their academic skills. Support is provided throughout the project from program faculty.

ICEL-1002-ICE, Icelandic, 2 Credits

Summer 2022: Iceland: Renewable Energy, Technology and Resource Economics (Summer 2) | Europe

Classroom and field instruction in the basics of the Icelandic language and the ways in which it reflects the sociocultural identity of the nation.

IBPH-3000-ITN, Food Security, Nutrition, and Sustainable Development, 3 Credits

Summer 2022: Italy: Food Security & Nutrition | Europe

This seminar examines food security and nutrition in the perspective of sustainable development and social stability, taking into account the role of financial markets, agri-business industries and international food, land, and commodity trading, while connecting these factors to broader global challenges such as food sovereignty, public health, climate change, complex emergencies, and forced migration.

IBPH-3060-ITN, Practicum on Food Security, Nutrition, and Sustainable Development, 3 Credits

Summer 2022: Italy: Food Security & Nutrition | Europe

The Practicum on Food Security, Nutrition, and Sustainable Development offers students a unique opportunity to identify, connect, analyze, and apply useful theories and concepts highlighted in their coursework on, and their experiences related to, sustainable agriculture, food security, and food systems. It also leads to enhanced capacity for life-long reflection, reflective practice, and professional development. In this practicum, students will intern with a farmer, experience sustainable farming practices in Tuscany, and learn

directly about the challenges that local farmers face in a growing international agri-business market dominated by multinational companies.

GEND-3000-NLT, Global Perspectives on Sex Work, 3 Credits

Summer 2022: Netherlands: Human Trafficking, Sex Trade, & Modern Slavery in Europe | Europe

This course casts a critical eye on the myriad varieties of sex work and the relationship between sex workers and their broader society in the world. Although traditional, hetero “prostitution” – the exchange of intercourse for goods and/or services – comes first to mind, that is only the tip of the sex work iceberg. Transactional sex, peep shows, camming, trans and queer phone banks, pornography, even the sale of sex toys, can be considered sex work. This course explores these topics, among others. The best study of sex work integrates the examination of the types of sex work with the ethos that supports it. We will examine deeply held theoretical and philosophical ideas about religion, gender, and sex that provide a structure for the way we approach sex work, and the current global political and economic systems that make sex work so profitable and popular.

GEND-3500-NLT, Modern Human Trafficking, 3 Credits

Summer 2022: Netherlands: Human Trafficking, Sex Trade, & Modern Slavery in Europe | Europe

This course not only considers what is happening in the world today, but also the underlying historical events and theoretical worldview that casts some people as chattel. “[T]he recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of

force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.” This definition, from the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Humans, is the most widely cited definition of human trafficking. It is an attempt to craft an umbrella large enough to cover the wide variety of practices encompassed by the term “trafficking.” Early on, concern with human trafficking focused on women and children involved in the sex trade but more recent treatment also examines other avenues for the exploitation of women and children, as well as men. The World Health Organization notes that trafficking occurs in a wide range of sectors, including agriculture, fishing, manufacturing, mining, forestry, construction, domestic servitude, cleaning and hospitality services. Trafficked people may also be forced to work as beggars or soldiers, and women and children can be made to serve as “wives.” This course examines the ancient phenomenon of human trafficking, and looks at trafficking as part of the backlash against decolonizing forces and the inevitable byproduct of late-stage, global capitalism.

ITRN-3005-IHR, Internship & Seminar, 5 Credits

Summer 2022: Serbia: Transitional Justice, Human Rights & Memory Activism Internship | Europe

This seminar is an eight-week course that offers students the opportunity to complete an internship with a Belgrade civil society organization, local community organization, or research organization. The aim of this internship is to enable students to gain valuable experience and enhance their skills in a career field and professional environment related to the topics studied at

the program, including peace and conflict studies, transitional justice, human rights, and refugee studies.

SIT will use its extensive network in Serbia to facilitate internship placements for students. The organization and the student’s internship activities, including the Internship Learning Agreement, is set by the program, and must be approved by SIT’s Academic Director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of their time, the resources available at the organization and to be proactive in engaging with local experts to achieve internship objectives. More so, each student will be responsible to maintain ongoing communication with their mentor placed by the organization and the SIT internship coordinator. Students will attend weekly reflection sessions to review the progress of the internship, learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture and ethics in the context of the internship.

Each student will be required to submit a final paper in which they process their learning experience on the internship, analyze an issue important to the organization, and apply what they are learning at the internship organization to the core themes of the program.

SERB-1003-IHR, Serbian I, 3 Credits

Summer 2022: Serbia: Transitional Justice, Human Rights & Memory Activism Internship | Europe

This course emphasizes speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are

placed in beginning or intermediate, or advanced classes based on an in-country evaluation, including oral proficiency testing.

SERB-2003-IHR, Serbian II, 3 Credits

Summer 2022: Serbia: Transitional Justice, Human Rights & Memory Activism Internship | Europe

This course emphasizes speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on an in-country evaluation, including oral proficiency testing.

SERB-3003-IHR, Serbian III, 3 Credits

Summer 2022: Serbia: Transitional Justice, Human Rights & Memory Activism Internship | Europe

This course emphasizes speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on an in-country evaluation, including oral proficiency testing.

URST-3000-SPU, Sustainable Urban Development in the Basque Country, 3 Credits

Summer 2022: Spain: Sustainable Urban Development & Social Justice | Europe

EU regions and cities have considerable influence over decisions that affect them. Cities like Bilbao are

developing strategic plans for the future. This is governance in praxis in which civil society takes an active part in planning for how the city will develop. Bilbao is integrating territory, environment and sustainability, transportation, well-being, identity and other characteristics to balance the needs of institutions, corporations, NGOs, and, of course, its people.

URST-3500-SPU, Housing Rights and the Right to the City, 3 Credits

Summer 2022: Spain: Sustainable Urban Development & Social Justice | Europe

In this course, students will approach the topic of cities from a grassroots, social justice, and civil society perspective. They will learn about the “right to city” versus gentrification; the right to decent housing and how it is recognized in national and international legal frameworks; and the difficulties that Spanish cities have been confronting since the 2008 financial crisis such as high rents, gentrification, evictions, and squatting.

FREN-1003-SZP, Beginning French I, 3 Credits

Summer 2022: Switzerland: Global Health & Development Policy | Europe

This course seeks to provide students with broader access to the host culture and enable participation in daily social life. Students are introduced to basic concepts and principles of grammar, developing the ability to function easily in predictable daily social situations and maintain basic face-to-face conversations.

FREN-2003-SZP, Intermediate French I, 3 Credits

Summer 2022: Switzerland: Global Health & Development Policy | Europe

This course seeks to provide students with a broader access to the host culture and enable participation in daily social life. Students will develop their conversation and comprehension skills, so that they will be able to easily function in daily social situations and maintain face-to-face conversations.

FREN-3003-SZP, Advanced French I, 3 Credits

Summer 2022: Switzerland: Global Health & Development Policy | Europe

This course aims to provide students with broader access to the host culture and enhance participation in daily social life. Students develop their conversation and comprehension skills, strengthening their interactive research. By the end of the course, students should be able to participate in discussions relating to particular interests.

IPBH-3000-SZP, Global Health and Development Policy, 3 Credits

Summer 2022: Switzerland: Global Health & Development Policy | Europe

This course introduces global health while elaborating on the institutional and government complexities of Geneva as the world capital city of health and humanitarian action, while also investigating the specific contribution and impact of development agencies on public and global health. The specific experiential learning approach combines in-class lectures by academic and policy experts and site visits and briefings at the headquarters

of intergovernmental and nongovernmental health and development agencies.

EURO-3000-SZD, International Studies and Multilateral Diplomacy Seminar, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

The thematic seminar provides a thorough background in international studies. The political, economic, security, strategic, and environmental dimensions of the rapidly evolving international system in the context of globalization will be addressed. Moreover, the seminar examines the strategies of international, supranational, and nongovernmental organizations to current challenges to peace, stability, and sustainable development.

EURO-3060-SZD, International Studies and Multilateral Diplomacy Project, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

Students choose to focus on a specific research question. Individual projects are subject to approval by the academic director and may also be dependent on the nature of the topic and feasibility of the project.

EURO-5000-SZD, International Studies and Multilateral Diplomacy Seminar Graduate Level, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

The thematic seminar provides a thorough background in international studies. The political, economic, security, strategic, and environmental dimensions of the rapidly evolving international system in the context of globalization will be addressed. Moreover, the seminar examines the strategies of international, supranational, and nongovernmental organizations to current challenges to peace, stability, and sustainable development.

EURO-5060-SZD, International Studies and Multilateral Diplomacy Project Graduate Level, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

Students choose to focus on a specific research question. Individual projects are subject to approval by the academic director and may also be dependent on the nature of the topic and feasibility of the project.

FREN-1003-SZD, Beginning French I, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

This course has an emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

FREN-2003-SZD, Intermediate French I, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

This course has an emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

FREN-2503-SZD, Intermediate French II, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

This course has an emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

FREN-3003-SZD, Advanced French I, 3 Credits

Summer 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

This course has an emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

IPBH-3000-ARS, Epidemiology and Health Services Management, 3 Credits

Summer 2022: Argentina: Epidemiology & Healthcare Management | Latin America

Epidemiology is the discipline that studies the distribution, patterns, and social determinants of health-

related events in a defined population. Epidemiology research tools contribute to the study, design, collection, and analysis of data and evaluates possible solutions that can be achieved through organized medical attention, encompassing preventive medicine and the rationality of curative and rehabilitation procedures.

The field of epidemiology encompasses technical procedures, study design, and elaboration of health policies. Epidemiology also includes health management, including the economic costs of different courses of action and ways to achieve cost-effective health services.

Students learn how epidemiology informs health management decisions, highlights contemporary patterns and strategies, and explains practices of services at different levels of care. Lectures, discussions, and field visits by medical doctors, academics, and health professionals help students develop the critical thinking skills. The course features Argentinian experts in epidemiology, public health, health management, healthcare service providers, and advocacy. Lectures are held at ISALUD University in Buenos Aires, with field visits in Buenos Aires and an excursion to Mendoza province.

SPAN-2003-ARS, Spanish for Health Science I, 3 Credits

Summer 2022: Argentina: Epidemiology & Healthcare Management | Latin America

Students hone their speaking, reading, and writing skills through classroom and field instruction. They read professional health science literature and the formal terms and local expressions needed to discuss health policy issues, conduct field research, and interact in settings (such as clinics, community associations, and government offices) related to the program themes. Students are placed in small classes based on an in-

country evaluation that tests both written and oral proficiency.

SPAN-2503-ARS, Spanish for Health Science II, 3 Credits

Summer 2022: Argentina: Epidemiology & Healthcare Management | Latin America

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

SPAN-3003-ARS, Spanish for Health Science III, 3 Credits

Summer 2022: Argentina: Epidemiology & Healthcare Management | Latin America

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

SPAN-3503-ARS, Spanish for Health Science IV, 3 Credits

Summer 2022: Argentina: Epidemiology & Healthcare Management | Latin America

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

ITRN-3005-CIW, Virtual Internship & Seminar, 5 Credits

Summer 2022: Chile: Virtual Internship in Education & Social Change Orgs | Latin America

This virtual internship and seminar is a summer six-week distance learning course comprised of 225 hours. Students intern with a local community organization, a school, a university, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 37.5 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations.

PEAC-3000-COL, Building a Culture of Peace, 3 Credits

Summer 2022: Colombia: Building a Culture of Peace | Latin America

Colombia is recently emerging from decades of conflict and today provides an excellent setting in which to

examine the forging of a culture of peace. This course examines the various measures, strategies, programs, and projects that have been put in place by international, national, and community organizations to mitigate the impact of conflict and to rebuild, reconstruct, and revive fractured relations and displaced communities. Students will have an opportunity to learn from and participate with a community-based approach to post-conflict reconciliation and resettlement. Based in the Caribbean Coast city of Cartagena, the course will expose students to the social dynamics of reconciliation and peacebuilding. Students will have opportunities to learn outside the classroom, thus deepening their understanding and analysis of the issues discussed and read about. This course is taught in Spanish and English, with readings, lectures, and discussions happening in either or both languages, depending on the context.

SPAN-2503-COL, Spanish for Social and Cultural Studies I, 3 Credits

Summer 2022: Colombia: Building a Culture of Peace | Latin America

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

SPAN-3003-COL, Spanish for Social and Cultural Studies II, 3 Credits

Summer 2022: Colombia: Building a Culture of Peace | Latin America

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

SPAN-3503-COL, Spanish for Social and Cultural Studies III, 3 Credits

Summer 2022: Colombia: Building a Culture of Peace | Latin America

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

ITRN-3000-IPC, Internship and Seminar, 4 Credits

Summer 2022: Panama: Community and Nongovernmental Organizations Internship | Latin America

This course consists of a five-week internship with a local community organization, research organization, business, or international NGO. You will develop and apply reflective practices while gaining valuable work experience and enhancing your skills in a Panamanian work environment.

SPAN-2003-IPC, Spanish for Professionals I, 3 Credits

Summer 2022: Panama: Community and Nongovernmental Organizations Internship | Latin America

The Spanish course is conducted, with daily classes, during the first two weeks of the program. Classes are intensive and dynamic, and require participation through discussions, panels, dramatizations, presentations, workshop development, and reading analysis on relevant topics.

SPAN-2503-IPC, Spanish for Professionals II, 3 Credits

Summer 2022: Panama: Community and Nongovernmental Organizations Internship | Latin America

The Spanish course is conducted, with daily classes, during the first two weeks of the program. Classes are intensive and dynamic, and require participation through discussions, panels, dramatizations, presentations, workshop development, and reading analysis on relevant topics.

SPAN-3003-IPC, Spanish for Professionals III, 3 Credits

Summer 2022: Panama: Community and Nongovernmental Organizations Internship | Latin America

The Spanish course is conducted, with daily classes, during the first two weeks of the program. Classes are intensive and dynamic, and require participation through discussions, panels, dramatizations, presentations, workshop development, and reading analysis on relevant topics.

ARAB-1003-JOA, Beginning Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Arabic Language | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-1503-JOA, Beginning Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Arabic Language | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-2003-JOA, Intermediate Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Arabic Language | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-2503-JOA, Intermediate Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Arabic Language | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-3003-JOA, Advanced Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Arabic Language | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-3503-JOA, Advanced Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Arabic Language | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-1003-JOA, Beginning Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-1503-JOA, Beginning Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-2003-JOA, Intermediate Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-2503-JOA, Intermediate Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-3003-JOA, Advanced Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-3503-JOA, Advanced Modern Standard Arabic, 3 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

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 an in-country evaluation, including oral proficiency testing. A component on Jordanian Colloquial Arabic is also part of the course.

INTRN-3005-JOB, Internship and Seminar, 5 Credits

Summer 2022: Jordan: Community Empowerment & Climate Change Internship | North Africa and the Middle East

This seminar consists of an eight-week internship with a local community organization, research organization, business, government agency, or international NGO. The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the core program themes.

SIT will use its extensive network to facilitate an internship placement for students where interviews may be required. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's Academic Director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of resources available at the organization and to be proactive in engaging with local experts to achieve internship objectives. Regular reflection and assessment meetings are held with the Academic Director or internship coordinator to review the progress of the internship, learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture and ethics in the context of the internship.

Modules will be implemented at weekly reflection meetings. Discussion and reflection sessions take place on a weekly basis. Students are expected to discuss experiences in the internship, reflect on the professional learning process, and respond to any prompts assigned by the internship instructor. These discussion and

reflection sessions are key elements for personal, academic, and professional development during the internship.

Students will be informed of the types of internships available and the placement process the first week of the program. Internship placements may include organizations in, community development, women empowerment, environment, economic and political research and studies, social empowerment and refugees.

ITRN-3000-IJC, Internship & Seminar, 4 Credits

Summer 2022: Jordan: Counseling & Humanitarian Action Internship | North Africa and the Middle East

This seminar consists of a 5-week internship with a local community organization, health institution, or international NGO. The internship enables students to gain valuable internship experience and enhance their skills in a professional, international environment. SIT internships are hands-on and reflective. In addition to completing the internship, students will submit a paper processing their learning experience on the job and analyzing an issue important to the organization they interned with, and/or they will design a socially responsible solution to a problem identified by the organization.

MDES-3000-IJC, Contextual Studies in Counseling and Humanitarian Action, 3 Credits

Summer 2022: Jordan: Counseling & Humanitarian Action Internship | North Africa and the Middle East

Students gain practical professional experience in a work environment and enhance their skillset and knowledge in an international setting under both academic and

professional guidance and supervision. Students submit a final report in which they process their learning experience on the job and design a socially responsible solution proposal for an issue they have observed and analyzed during their Internship. The report should also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. The ultimate aim of the internship is to enable the student to gain valuable work experience within the work environment of an area of their interest. The program concludes with a final presentation in English that ties internship experience with critical global issue themes and core learning objectives.

ENGR-3003-JOD, Design Innovation in the Social Domain, 4 Credits

Summer 2022: Jordan: Engineering and Design for Sustainable Environments | North Africa and the Middle East

An interdisciplinary introduction to human-centered design methods and ethics in the context of Jordan. Students interview community members; identify an existing problem in water and renewable energy, food design, or sustainable organic farming in arid environments; and engineer a concept that can be developed into a design project.

ENGR-3030-JOD, Design Project, 4 Credits

Summer 2022: Jordan: Engineering and Design for Sustainable Environments | North Africa and the Middle East

In a field-study context, students interact with local engineers, community groups, businesses, and policy

makers about emerging resilient practices and ideas for water shortage and supply, renewable energy, and food security. Under the direction of a local faculty advisor, student design teams develop engineering solutions to practical, open-ended design projects. Ethical, social, economic, and safety issues in engineering practice will be considered.

ARAB-1009-JOI, Beginning Modern Standard Arabic, 9 Credits

Summer 2022: Jordan: Intensive Arabic Language Studies | North Africa and the Middle East

The courses are designed to equip students with a proficiency level in spoken Modern Standard Arabic to prepare them to engage in everyday communication by addressing the four basic skills of the language: reading, writing, listening, and speaking. Based on in-country evaluation, including oral proficiency testing for non-beginners, students are placed in beginning, intermediate, or advanced classes. Courses are designed not only to help students acquire Modern Standard Arabic, but also to learn Jordanian Colloquial Arabic and attendant cultural aspects of Jordan. Cultural awareness is reinforced through field exercises and the homestay experience. In addition to daily scheduled classes, students participate in field-oriented educational visits to further enrich their language experiences. Courses are also designed to help students gain an understanding of Arabic diglossia and proper usage of Modern Standard Arabic versus colloquial. Students at the advanced level have a Media Arabic component built into the curriculum. This component focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

ARAB-1509-JOI, Beginning Modern Standard Arabic, 9 Credits

Summer 2022: Jordan: Intensive Arabic Language Studies | North Africa and the Middle East

The courses are designed to equip students with a proficiency level in spoken Modern Standard Arabic to prepare them to engage in everyday communication by addressing the four basic skills of the language: reading, writing, listening, and speaking. Based on in-country evaluation, including oral proficiency testing for non-beginners, students are placed in beginning, intermediate, or advanced classes. Courses are designed not only to help students acquire Modern Standard Arabic, but also to learn Jordanian Colloquial Arabic and attendant cultural aspects of Jordan. Cultural awareness is reinforced through field exercises and the homestay experience. In addition to daily scheduled classes, students participate in field-oriented educational visits to further enrich their language experiences. Courses are also designed to help students gain an understanding of Arabic diglossia and proper usage of Modern Standard Arabic versus colloquial. Students at the advanced level have a Media Arabic component built into the curriculum. This component focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

ARAB-2009-JOI, Intermediate Modern Standard Arabic, 9 Credits

Summer 2022: Jordan: Intensive Arabic Language Studies | North Africa and the Middle East

The courses are designed to equip students with a proficiency level in spoken Modern Standard Arabic to prepare them to engage in everyday communication by addressing the four basic skills of the language: reading, writing, listening, and speaking. Based on in-country evaluation, including oral proficiency testing for non-beginners, students are placed in beginning, intermediate, or advanced classes. Courses are designed not only to help students acquire Modern Standard Arabic, but also to learn Jordanian Colloquial Arabic and attendant cultural aspects of Jordan. Cultural awareness is reinforced through field exercises and the homestay experience. In addition to daily scheduled classes, students participate in field-oriented educational visits to further enrich their language experiences. Courses are also designed to help students gain an understanding of Arabic diglossia and proper usage of Modern Standard Arabic versus colloquial. Students at the advanced level have a Media Arabic component built into the curriculum. This component focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

ARAB-2509-JOI, Intermediate Modern Standard Arabic, 9 Credits

Summer 2022: Jordan: Intensive Arabic Language Studies | North Africa and the Middle East

The courses are designed to equip students with a proficiency level in spoken Modern Standard Arabic to prepare them to engage in everyday communication by addressing the four basic skills of the language: reading, writing, listening, and speaking. Based on in-country evaluation, including oral proficiency testing for non-beginners, students are placed in beginning, intermediate, or advanced classes. Courses are designed

not only to help students acquire Modern Standard Arabic, but also to learn Jordanian Colloquial Arabic and attendant cultural aspects of Jordan. Cultural awareness is reinforced through field exercises and the homestay experience. In addition to daily scheduled classes, students participate in field-oriented educational visits to further enrich their language experiences. Courses are also designed to help students gain an understanding of Arabic diglossia and proper usage of Modern Standard Arabic versus colloquial. Students at the advanced level have a Media Arabic component built into the curriculum. This component focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

ARAB-3009-JOI, Advanced Modern Standard Arabic, 9 Credits

Summer 2022: Jordan: Intensive Arabic Language Studies | North Africa and the Middle East

The courses are designed to equip students with a proficiency level in spoken Modern Standard Arabic to prepare them to engage in everyday communication by addressing the four basic skills of the language: reading, writing, listening, and speaking. Based on in-country evaluation, including oral proficiency testing for non-beginners, students are placed in beginning, intermediate, or advanced classes. Courses are designed not only to help students acquire Modern Standard Arabic, but also to learn Jordanian Colloquial Arabic and attendant cultural aspects of Jordan. Cultural awareness is reinforced through field exercises and the homestay experience. In addition to daily scheduled classes, students participate in field-oriented educational visits to further enrich their language experiences. Courses are also designed to help students gain an understanding of

Arabic diglossia and proper usage of Modern Standard Arabic versus colloquial. Students at the advanced level have a Media Arabic component built into the curriculum. This component focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

ARAB-3509-JOI, Advanced Modern Standard Arabic, 9 Credits

Summer 2022: Jordan: Intensive Arabic Language Studies | North Africa and the Middle East

The courses are designed to equip students with a proficiency level in spoken Modern Standard Arabic to prepare them to engage in everyday communication by addressing the four basic skills of the language: reading, writing, listening, and speaking. Based on in-country evaluation, including oral proficiency testing for non-beginners, students are placed in beginning, intermediate, or advanced classes. Courses are designed not only to help students acquire Modern Standard Arabic, but also to learn Jordanian Colloquial Arabic and attendant cultural aspects of Jordan. Cultural awareness is reinforced through field exercises and the homestay experience. In addition to daily scheduled classes, students participate in field-oriented educational visits to further enrich their language experiences. Courses are also designed to help students gain an understanding of Arabic diglossia and proper usage of Modern Standard Arabic versus colloquial. Students at the advanced level have a Media Arabic component built into the curriculum. This component focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

FALL 2022

AFRS-3000-CMR, Modernization and Social Change in Cameroon, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

An interdisciplinary course taught predominantly in English, exploring Cameroon's complex social history and postcolonial national identities in one of the most ethnically and geographically diverse countries on the continent. In addition to lectures and discussions, the course integrates multiple learning methods including required readings, excursions to relevant sites, group discussions and processing sessions, participatory workshops, student presentations, and independent or self-structured learning.

ANTH-3500-CMR, Research Methods and Ethics, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

The Research Methods and Ethics course provides students with the essential tools required to conduct an independent study or internship in either the public health or social research domains in Cameroon. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

**FREN-1003-CMR, Beginning French: French in
Cameroonian Contexts, 3 Credits**

**Fall 2022: Cameroon: Development and Social Change |
Africa, South of the Sahara**

This intensive course is designed to prepare students with little or no previous instruction in French to confidently use the language in daily communications in Cameroon. Another major aim of the course is to facilitate access to the Cameroonian host culture, particularly in the urban homestay. The course emphasizes the development of speaking and comprehension competencies. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the text.

**FREN-1503-CMR, Beginning French: French in
Cameroonian Contexts, 3 Credits**

**Fall 2022: Cameroon: Development and Social Change |
Africa, South of the Sahara**

This intensive course is designed to prepare students with little or no previous instruction in French to confidently use the language in daily communications in Cameroon. Another major aim of the course is to facilitate access to the Cameroonian host culture, particularly in the urban homestay. The course emphasizes the development of speaking and comprehension competencies. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the text.

**FREN-2003-CMR, French for Development Studies, 3
Credits**

**Fall 2022: Cameroon: Development and Social Change |
Africa, South of the Sahara**

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

**FREN-2503-CMR, French for Development Studies, 3
Credits**

**Fall 2022: Cameroon: Development and Social Change |
Africa, South of the Sahara**

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with

additional language practice in homestays and on field visits.

FREN-3003-CMR, French for Development Studies, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-3503-CMR, French for Development Studies, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to

support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-4003-CMR, French for Development Studies, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-4503-CMR, French for Development Studies, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and

social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

ISPR-3000-CMR, Independent Study Project, 4 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

Conducted in Yaoundé or in another approved location appropriate to the project in Cameroon. Sample ISP topics: political opinions among Cameroonian youth; Chinese and American development efforts and perceptions in Cameroon; gender roles and standards of beauty in Cameroon; traditional and modern healing; people's preferences; usages and practices of bilingualism in Cameroonian schools; influences of Westernization on the Bikutsi style of music; oral history of the Bamiléké people; land grabbing and its local impacts; microfinance and women's empowerment.

ITRN-3000-CMR, Internship and Seminar, 4 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

International development became firmly established as a field of study and practice with an extensive apparatus

that spans international borders, driven by an agenda of closing the global wealth gap at the onset of decolonization. Compared to most countries in the region, Cameroon has, since independence, had relative political stability, which has permitted investments in agriculture, transport infrastructure, petroleum, and timber. In this sense Cameroon provides an excellent setting in which to study mainstream development at play and the transitions that occur as society gets increasingly integrated into modern lifestyles. This internship experience is intended to place students in organizations at the center of this transition, as a way to enable them to appreciate the drivers and goals of mainstream development practice and how they have been structured.

SDIS-3000-CMR, Development Studies, 3 Credits

Fall 2022: Cameroon: Development and Social Change | Africa, South of the Sahara

An interdisciplinary course taught predominantly in English, examining foundational concepts, principles, and paradigms of development studies for the purposes of critically engaging with specific topics and issues relating to the Cameroonian context. Through formal lectures, assigned readings, group discussions, and integrated field visits, students explore the ways in which development initiatives 'in local, regional, and national contexts' seek to become agents for changing structural relationships in society.

ITRN-3000-CMV, Virtual Internship & Seminar, 4 Credits

Fall 2022: Cameroon: Virtual Internship in Women's Rights & Resilience in Conflict Situations | Africa, South of the Sahara

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

AFRS-3000-GHR, Sankofa: Cultural Legacies and Afro-Futures, 3 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This seminar revolves around a central question: how are visions of the present and future of Africa crafted through a thoughtful interrogation of its past? The central motif that undergirds this seminar is Sankofa, a Ghanaian concept that encourages a strong engagement

with the past in order to ensure informed and sustained progress into the future. Sankofa is often associated with the proverb, “Se wo were fi na wosankofa a yenkyi” (“It is not wrong to go back for that which you have forgotten.”). After framing an African epistemological relation to Africa’s presents and futures in light of the concept of Sankofa (module 1), we will revisit our painful past in order to create a framework for understanding the cultural, socio-political, and economic particularities of Africa, Africans, and Africans from the diaspora (module 2). Students will, subsequently, rethink the political particularities of Ghana and the continent in light of the concept of Sankofa (module 3). In the concluding module, we will use the concept of Sankofa to engage with one of the most timely frameworks for thinking of Africa today: Afrofuturism.

AFRS-3500-GHR, Urban Cultures, Social Innovation, and the Afro-Chic, 3 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course involves an immersion into Ghanaian cities as sites for not only countering existing stereotypes of Africa, but also for positioning the continent as a global economic, political, and cultural force. Students will be introduced to the intricacies of hiplife, media houses, and institutions across the country, which highlight the position of Ghana in a hyper-globalized world. Through these aspects of urban culture, students will understand how the reshaping of continent narratives by local actors has implications for the global flow of information. This seminar brings together concepts connected to hiplife, food, and the Afro-Chic to engage critically with Ghanaian urban cultures.

ANTH-3500-GHR, Research Methods and Ethics, 3 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

Drawing upon myriad in-country experiences, cultural encounters, homestay conversations, and community observations, this research methods and ethics course is primarily designed as a field-based course complemented by classroom lectures, assigned readings, and discussions facilitated by the academic director. The course relies on SIT's in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data. Students learn qualitative and quantitative approaches of gathering, managing, and analyzing data from primary sources. The course emphasizes ethical considerations that guide primary data collection and culturally appropriate ways of building rapport, initiating purposeful dialogue, forming constructive relationships with organizations and/or individuals, recording and analyzing primary data, and writing a scholarly academic report. By the end of the course, students will produce an Independent Study Project or internship proposal.

ISPR-3000-GHR, Independent Study Project, 4 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This four-week independent study project, scheduled in the final portion of the program, gives students a unique opportunity to study in depth a key aspect of the program's themes in Ghana. The ISP draws upon the knowledge and various skills gained from the thematic, language, and research methods and ethics seminars.

ITRN-3000-GHR, Internship and Seminar, 4 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course consists of a four-week internship with a national or international organization that is working in the broad area of social change in Ghana. SIT will use its extensive network to place students in internship organizations, or students may petition SIT for approval of internship placements that they find on their own initiative. Ultimately, each student takes responsibility for making optimal use of resources available at the organization and for being proactive in engaging with local experts to achieve their internship objectives. An internship seminar, conducted via weekly two-hour reflection and assessment sessions are held with the academic director or internship coordinator.

TWII-1003-GHR, Asante Twi, 3 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course is designed to help students obtain oral proficiency and enable them to adapt to the host culture. Language instruction begins during orientation and quickly introduces students to basic vocabulary and sentence structure and encourages students to immediately begin using Asante Twi. Students will develop strong listening, comprehension, and communication skills and learn use the language confidently and effectively in everyday situations as well as within the context of the demands of the Independent Study Project or internship.

TWII-3503-GHR, Asante Twi, 3 Credits

Fall 2022: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course is designed to help students obtain oral proficiency and enable them to adapt to the host culture. Language instruction begins during orientation and quickly introduces students to basic vocabulary and sentence structure and encourages students to immediately begin using Asante Twi. Students will develop strong listening, comprehension, and communication skills and learn use the language confidently and effectively in everyday situations as well as within the context of the demands of the Independent Study Project or internship.

ANTH-3500-KER, Research Methods and Ethics, 3 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This course in the concepts of learning across cultures and from field experience provides an introduction to an Independent Study Project or internship. Material includes cross-cultural adaptation and skills building; project selection and refinement; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; field study methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; and participatory evaluation and appraisal techniques.

IPBH-3000-KER, Health and Human Rights in Kenya, 3 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

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. The course is designed to provide firsthand academic knowledge of Kenyan healthcare challenges and healthcare systems, together with analyses of locally informed debates surrounding human rights. Course content, provided via lectures, discussions, readings, presentations, and educational excursions, details the mutually constitutive challenges of health and human rights in Kenya, while highlighting successful coalition-building efforts, civil society organizations, the private sector, and others pursuing community-based approaches to myriad contemporary issues. Throughout the course, students record and analyze aspects of the host culture and examine contemporary development theories and methodologies and current issues related to health and human rights in Kenya.

IPBH-3500-KER, Comparative Healthcare Systems, 3 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This core seminar focuses on the principles and practice of health system analysis; the sources and utilization of information informing the development, organization, and operation of health services; and frameworks for assessing the performance of different health systems. It analyzes health challenges and their impacts on healthcare delivery and discusses the targets for health in a globalized world. We review health service organization and management, health policy development and planning, and characteristics of

personal and community healthcare services. We examine the constitutional, legal, economic, social, and political environments within which health care systems operate and the various patterns that emerge.

IPBH-3550-KER, Epidemiology in Kenya, 3 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This seminar examines trends and patterns in the burden of diseases in Kenya and introduces students to the principles, concepts, and methods of population-based epidemiology. It explores the specifics related to epidemiological research conducted in the country by Kenya Medical Research Institute (KEMRI) in conjunction with US Centers for Disease Control and Prevention (CDC) and health practitioners that inform the planning, implementation, and evaluation cycle in public health promotion. The course starts by delving into the importance of epidemiology in the context of Kenya, a developing country. Students will describe and apply epidemiological terms using hands-on data to make causal inferences and be able to communicate their findings to both lay and professional audiences.

ISPR-3000-KER, Independent Study Project, 4 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Conducted in Nairobi, Kisumu, or another approved location appropriate to the project within Kenya. Sample topics areas: malaria prevention policy and practice; Nairobi's informal settlements; housing as a human right; primary healthcare options in Kenya; rural women's cooperatives; prenatal healthcare; land tenure in Kibera;

family planning in rural Kenya; urban agriculture; HIV/AIDS peer education; girls' education; nutrition and health programming in Kenya.

ITRN-3000-KER, Internship and Seminar, 4 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This course consists of a four-week internship with a national, international, or local public health delivery organization that is based in Kenya. The internship enables students to gain valuable work experience in the public health field and introduces students to planning, delivery, and management of public health in the tropics, using western Kenya as the case study.

SWAH-1003-KER, Intensive Language Study: Beginning Kiswahili, 3 Credits

Fall 2022: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

SWAH-1503-KER, Intensive Language Study: Beginning Kiswahili, 3 Credits

**Fall 2022: Kenya: Global Health and Human Rights |
Africa, South of the Sahara**

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

**SWAH-2003-KER, Intensive Language Study:
Intermediate Kiswahili, 3 Credits**

**Fall 2022: Kenya: Global Health and Human Rights |
Africa, South of the Sahara**

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

**SWAH-2503-KER, Intensive Language Study:
Intermediate Kiswahili, 3 Credits**

**Fall 2022: Kenya: Global Health and Human Rights |
Africa, South of the Sahara**

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

**SWAH-3003-KER, Intensive Language Study: Advanced
Kiswahili, 3 Credits**

**Fall 2022: Kenya: Global Health and Human Rights |
Africa, South of the Sahara**

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

**SWAH-3503-KER, Intensive Language Study: Advanced
Kiswahili, 3 Credits**

**Fall 2022: Kenya: Global Health and Human Rights |
Africa, South of the Sahara**

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students

are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

ITRN-3000-KEV, Virtual Internship & Seminar, 4 Credits

Fall 2022: Kenya: Virtual Internship in Public Health & the Covid-19 Pandemic in the Tropics | Africa, South of the Sahara

This virtual internship and seminar are a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in

group discussions, answering questions, and interacting with course participants and staff

ENVI-3000-MGE, Biodiversity and Natural Resource Management Seminar, 3 Credits

Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

This interdisciplinary course introduces students to a range of key policies and practices for the management of the unique and endemic natural resources in Madagascar. Using conceptual approaches drawn from environmental justice and political ecology, students explore diverse terrestrial and marine resources in a range of locales and consider the realities and challenges of developing effective and equitable natural resource management systems. Key themes through which these issues are explored during the course include livelihoods and stakeholder analyses, protected area and community based management systems, basic tools for understanding and monitoring natural resources, and cultural practices and their influence on natural resource management.

ENVI-3500-MGE, Environmental Research Methods and Ethics, 3 Credits

Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

Conducted primarily in English, this is a course in social and natural sciences research methods. The focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate various environmental issues. The course serves as an introduction to the Independent Study Project and

includes a focus on field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies may include designing a research project; writing a proposal; interviewing; surveys; and maintaining a field journal. Specific ecological field study methods may include habitat surveys; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population censusing; and animal behavior.

FREN-2003-MGE, French for Natural Sciences, 3 Credits

Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

FREN-2503-MGE, French for Natural Sciences, 3 Credits

Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

FREN-3003-MGE, French for Natural Sciences, 3 Credits

Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

FREN-3503-MGE, French for Natural Sciences, 3 Credits**Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara**

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

ISPR-3000-MGE, Independent Study Project, 4 Credits**Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara**

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

ITRN-3000-MGE, Internship and Seminar, 4 Credits**Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara**

You will gain valuable work experience and enhance your professional skillset in an international work environment, drawing on the wide network of community organizations, activists, entrepreneurs, business leaders, and academics connected to the program.

MALA-1003-MGE, Malagasy, 3 Credits**Fall 2022: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara**

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with homestay families.

AFRS-3000-RWR, Anatomy of Genocide and Intra-State Conflict, 3 Credits**Fall 2022: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara**

This course examines the histories that precipitated the genocide in Rwanda and the twenty-year conflict in northern Uganda, casting a critical eye upon the political institutions of the modern world and popular reductionist explanations that regard conflicts in Africa as driven simply by ethnic tensions. Students will visit sites of historical and political significance in both Rwanda and Uganda, through which they will begin to explore the

complex relations between histories of colonization and decolonization, indigenous traditions, and Rwanda's genocide and Uganda's conflict. Lectures on selected topics are delivered by local Rwandan and Ugandan scholars, and students have structured assignments in homestays and conversations with surviving victims, perpetrators, bystanders, and rescuers. These experiences give students extraordinary insights into the issues covered in the course.

ANTH-3500-RWR, Research Methods and Ethics, 3 Credits

Fall 2022: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

A qualitative research design course designed to provide an overview of methodological field study approaches within the local cultural context, affording students the tools necessary to conduct field research in Rwanda. The course has three main objectives. First, the course introduces students to the tools and methods of field study with a focus on how to do field research with victims of genocide and their descendants or violence perpetrators. In doing so, the course addresses the social and cultural dynamics in post-genocide Rwanda. Classes analyze institutional and cultural strategies used to prevent ethnic conflict and interrogate the role of the field researcher in a post-conflict environment. Second, the course details the ethics of field research and introduces students to the Human Subjects Review process. Third, the seminar also devotes time to psychological orientation before site visits and to the processing of field experiences. Given the emotional weight of the program and the impact it may have on students, the program has weekly sessions to debrief, process, and talk about assigned readings, field visits, or testimonies of survivors of genocide. One function of these sessions is to reorient student focus toward

positive examples of bravery, caring, and compassion that studies of genocide often reveal.

ISPR-3000-RWR, Independent Study Project, 4 Credits

Fall 2022: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

Conducted in Rwanda in an approved location appropriate to the project. Sample topic areas: unity, justice, and reconciliation; development and reconstruction; refugees and displaced people in the Great Lakes region; approaches to nation building; transnational conflicts and their impacts on the economic and social developments of a country; language and identity; issues surrounding collective memory and memorials; democracy and freedom of speech in post-genocide environments; indigenous mechanisms of conflict resolution.

ITRN-3000-RWR, Internship and Seminar, 4 Credits

Fall 2022: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

You will gain valuable work experience and enhance your professional skillset in an international work environment, drawing on the wide network of community organizations, activists, entrepreneurs, business leaders, and academics connected to the program.

KINY-1003-RWR, Kinyarwanda, 3 Credits

Fall 2022: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

The role of Kinyarwanda language training is to provide students with basic tools needed for entry into Rwandan culture. The language training is organized and carried out by a language coordinator and a staff of teachers experienced in teaching Kinyarwanda to non-native speakers. Language study consists of 45 hours of formal instruction including experiential sessions on shopping, eating out, and Rwandan cooking and music. Language study is reinforced through the homestay experience and through interactive assignments. Language study also focuses on training students in post-genocide cross-cultural communication nuances, which further facilitates their ability to conduct field research or do an internship with a local NGO.

PEAC-3000-RWR, Post-Conflict Reconstruction and Peacebuilding, 3 Credits

Fall 2022: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

This course provides a comparative approach to post-conflict reconciliation, resettlement, and recovery in Rwanda and Uganda. Both countries are emerging from conflict and present excellent settings in which to examine the various measures, strategies, programs, and projects that have been put in place by Western organizations, national governments, NGOs, and communities to mitigate the impact of conflict and to rebuild, reconstruct, and revive fractured relations and displaced communities. Carefully scheduled visits to NGOs, government agencies, and communities in Rwanda and Uganda are complemented by lectures by Ugandan experts and selected reading assignments. The course concludes with a critical focus on the prospects for sustainable peace in Rwanda and Uganda and in the Great Lakes region of East Africa.

AFRS-3000-SGR, Senegal: Colonialism, the State and Society, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

This seminar introduces students to Senegalese society and critically examines the forces that are shaping its evolution through two broad questions: What are the historical foundations of contemporary Senegalese society and state? How has Senegal's encounter with the world affected the socio-political particularities of its contemporary cultures? We will first trace the historical evolution of the Senegalese state from the so called "medieval empires" to the present with a strong focus on its political, social, and economic realities. We will subsequently explore the major shifts in Senegalese identities via changing meanings of class and socio-political roles. We will then draw upon students' engagement with Senegalese life to explore the emerging cultural forms in Senegalese peoples' understandings of their presents and their futures. The seminar is taught largely as a field-based course. Site visits, field trips, and excursions to various urban and rural locations provide the empirical data and insights with which students engage and analyze key research questions. Readings and videos are deliberately assigned to provoke discussion and critical reflection.

ANTH-3500-SGR, Research Methods and Ethics, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

Drawing upon the myriad of in-country experiences, cultural encounters, conversations in homestays, and community observations, the Research Methods and Ethics course is primarily designed as a field based

course, complemented by classroom lectures, assigned readings and discussions facilitated by the academic director. The course relies on SIT's in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data. A series of structured field activities and assignments provide the material for class discussion, complemented by scheduled lectures and assigned readings. Students learn qualitative approaches of gathering, managing, and analyzing data from primary sources. The course puts particular emphasis upon the culturally appropriate ways of building rapport, initiating purposeful dialogue, forming constructive relationships with organizations and individuals, recording and analyzing primary data, and writing a scholarly academic report, in ways that students should find beneficial to successful completion of independent study or internship projects. 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 Senegal. Along these lines, a core focus for this course is the development of a feasible research or internship proposal, including the ethical considerations necessary in the research process, topic development, selection and execution of methodologies, final write up, and reciprocity or civic engagement issues, while sensitizing students to power asymmetries and the politics of subjectivity in field research.

FREN-1003-SGR, Intensive French Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of

Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-1503-SGR, Intensive French Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-2003-SGR, Intensive French Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-2503-SGR, Intensive French Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-3003-SGR, Intensive French Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-3503-SGR, Intensive French Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is

assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

INTS-3000-SGR, Re-thinking Global Security: Politics and Religious Pluralism in Senegal, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The discussion on Global Security, alongside the discussion on Development, has been traditionally dominated by Western hegemonic discourse aimed at the Global South, particularly through the discipline of International Relations, influenced by policies of international governmental bodies as well as NGOs. In the wake of the September 11th attacks, this discourse has refocused on the role of interreligious conflict, religious extremism, and terrorism in places such as the Middle East and Africa. This seminar intends to challenge the very basis of such discourse, particularly in Africa, that leads to what Mudimbe calls the invention of Africa. This invention involves universalizing, Western-centric interpretations of regional situations, which are much more complex and local. The readings, lectures, discussions, and site activities for this course will not only challenge the interpretative status quo of International Relations, but will also offer new, decolonial interpretations of religious beliefs and practices, a more vigorous understanding of religious pluralism, and a localized debate on the center/periphery from the perspective of the Global South. To prepare for the discussion of decolonizing Global Security, we will examine the role of religion in Africa. More specifically, we will focus on the three major belief systems that sustain the diverse religious practices in Senegal: Indigenous Religion/s, Islam, and Christianity from the perspective of local beliefs, practices, and knowledge.

Most importantly, we will examine adaptations of religions within their regional context, their ecumenical potential, as well as their pursuit of a higher, spiritual knowledge. How does a more comprehensive and interrelated understanding of religious institutions in Senegal, including their beliefs, practices, and knowledge challenge the Western-centric notions of Global Security in the discipline of International Relations? How does a more localized knowledge of Islam change the discourse on religious extremism and terrorism? How does a deeper engagement of the notions of the center and the periphery, inform the concept of Development from the perspective of the Global South?

ISPR-3000-SGR, Independent Study Project, 4 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The four-week Independent Study Project (ISP), scheduled in the final portion of the program, provides students with a unique opportunity to study in-depth a key aspect of global security or religious pluralism in Senegal. The ISP draws upon knowledge and skills gained from the thematic, language, and Research Methods and Ethics seminars. At this point, students will have worked with the academic director and various other in-country experts to develop their ISP proposals and to schedule interviews and arrange translators (if required) and other logistics essential to completing the ISP. They will also have developed the competence to act in culturally appropriate ways and find resources in Senegal needed for ISP completion. The ISP allows students to practice and hone their primary data gathering skills and various other skills learned in the Research Methods and Ethics seminar, such as navigating unfamiliar cultural norms, building rapport, and navigating local bureaucracies. Further, students practice and hone their skills in gathering and analyzing data from primary sources,

managing this data, and making a coherent argument in a scholarly manner.

ITRN-3000-SGR, Internship and Seminar, 4 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

Several regional and multilateral bodies are based in Senegal that engage with issues of global security, religion, as well as opportunities to understand the country from a decolonial perspective. It is in this sense that Senegal provides an excellent setting, within Africa, in which to explore security, peace, and decoloniality and their support mechanisms, from an African perspective. SIT will use its extensive network to place students in national and international organizations working in the broad area of governance, election monitoring and peace in Dakar, education, health, development, and beyond. In addition, students may petition SIT for approval of internship placements that they find on their own initiative. In either case, SIT's academic director must approve of the student's internship duties, location and placements. Ultimately, each student takes responsibility for making optimal use of resources available at the organization and will be expected to be proactive in engaging with local experts to achieve internship objectives. Weekly two-hour reflection and assessment meetings are held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience. Students complete an internship and submit a paper that describes, assesses and analyzes their learning in regard to the theoretical underpinnings, complexity, challenges, and benefits to the community of the work of their internship organization. The internship paper also outlines the tasks that the students completed at the international development internship, reporting

relationships, challenges encountered and how the student overcame them.

WOLO-1003-SGR, Intensive Wolof Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-1503-SGR, Intensive Wolof Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2003-SGR, Intensive Wolof Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is

deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2503-SGR, Intensive Wolof Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in

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WOLO-3003-SGR, Intensive Wolof Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in

everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3503-SGR, Intensive Wolof Language Study, 3 Credits

Fall 2022: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

AFRS-3000-SGD, African Urban Hip-hop and Decolonial Futures, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This course gives students a deeper understanding of the vitality, resilience, and global breadth of contemporary African and African diaspora communities through an experiential engagement with hip-hop and urban cultures as decolonial voices that constantly engage the limits of coloniality, global capitalism, and local political realities. This course focuses particularly on the ways African urban hip-hop functions as decolonial pedagogical praxes and counterhegemonic movements against cultural and economic imperialism in the global African diaspora, in general, and in the United States, Senegal, and Ghana, in particular. Using music as a political and aesthetic expression against Empire, the course explores the potential and limits of African urban hip-hop to offer disenfranchised masses, especially people of African descent, possibilities to critique and delink from coloniality in their everyday lives. Hip-hop will be studied as a means to create links and spaces of solidarity between African descendants and economically disenfranchised peoples from the Global North and the Global South. The ultimate goal is to question dominant narratives and create a transformative consciousness about economic and cultural globalization, immigration, identity, nation, nationality, democracy, human rights, and equality.

AFRS-3500-SGD, Rethinking Africa and the African Diaspora, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This course explores, and critically examines, the idea of “Africa” and the African diaspora from a decolonial perspective. Through an experiential engagement with the intellectual, social, and political characteristics of everyday life in Senegal, Ghana, and the United States, students carefully engage with dominant narratives about people of African descent in ways that critique colonial interpretations of Africa and move them toward a consciousness that decolonizes the “idea of Africa” and the African diaspora. Further, the course evaluates the ways in which this critical and experiential engagement with mainstream understandings of the meaning of “Africa” is essential to the decolonial futures of people of African descent.

ANTH-3500-SGD, Research Methods and Ethics, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

Drawing upon the myriad of in-country experiences, cultural encounters, conversations in homestays, and community observations, the Research Methods and Ethics course is primarily designed as a field-based course complemented by classroom lectures, assigned readings, and discussions facilitated by the academic director. The course relies on SIT’s in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data.

FREN-1003-SGD, French Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-1503-SGD, French Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and

tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-2003-SGD, French Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone

French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-2503-SGD, French Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance,

shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-3003-SGD, French Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their

language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-3503-SGD, French Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the

beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

ISPR-3000-SGD, Independent Study Project, 4 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The four-week Independent Study Project (ISP), scheduled in the final portion of the program, gives students a unique opportunity to study a key aspect of urban culture in Senegal in depth. The ISP draws upon the knowledge and various skills gained from the thematic, language, and research methods and ethics seminars. Students will have worked with the academic director and various other in-country experts to develop their ISP proposals and to schedule interviews, arrange for translators if they will be required, and arrange other logistics that are essential to completing the ISP. They will also have developed the competence to act in culturally appropriate ways and to find resources in Senegal needed for ISP completion.

ITRN-3000-SGD, Internship and Seminar, 4 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This course consists of a four-week internship with a local community or youth organization, artist, musician, filmmaker, research organization, business, or international NGO. The aim of the internship is to enable students to gain valuable professional experience and enhance their skills in an international work environment.

WOLO-1003-SGD, Wolof Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-1503-SGD, Wolof Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural

and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2003-SGD, Wolof Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in

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WOLO-2503-SGD, Wolof Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are

assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3003-SGD, Wolof Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3503-SGD, Wolof Language Study, 3 Credits

Fall 2022: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

ANTH-3500-SFH, Research Methods and Ethics, 3 Credits

Fall 2022: South Africa: Community Health and Social Policy | Africa, South of the Sahara

A course in the concepts of learning across cultures and from field experience, providing students with core tools in public health research. Introduction to the

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

IPBH-3000-SFH, Approaches to Community Health in South Africa, 3 Credits

Fall 2022: South Africa: Community Health and Social Policy | Africa, South of the Sahara

An interdisciplinary course conducted in English. Students gain exposure to essential social, historical, and political features of South Africa to provide a common frame of reference to engage with the program theme. Through lectures from academics at the University of KwaZulu-Natal, readings, and selected site visits, students critically examine topics related to health promotion and provision, including the pharmaceutical industry, traditional healing, rural health and social justice, and the role of the media in promoting, communicating, or influencing health issues in South Africa.

IPBH-3005-SFH, Social Determinants of Health in South Africa, 3 Credits

Fall 2022: South Africa: Community Health and Social Policy | Africa, South of the Sahara

Through a combination of lectures, practicum experience, appropriate readings, and site visits in urban and rural locales, students examine the practice of

prevention and promotion of healthcare, come to understand healthcare delivery in rural South Africa, and examine and assess specific health issues in South Africa and how they are being targeted or addressed.

ISPR-3000-SFH, Independent Study Project, 4 Credits

Fall 2022: South Africa: Community Health and Social Policy | Africa, South of the Sahara

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

ITRN-3000-SFH, Internship and Seminar, 4 Credits

Fall 2022: South Africa: Community Health and Social Policy | Africa, South of the Sahara

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the

program's critical global issue focus and overall program theme.

ZULU-1003-SFH, isiZulu, 3 Credits

Fall 2022: South Africa: Community Health and Social Policy | Africa, South of the Sahara

The emphasis is on beginning speaking and comprehension skills through classroom and field instruction. Practice with host family members during the homestays augments formal instruction.

AFRS-3000-SFP, Multiculturalism and Human Rights in South Africa, 3 Credits

Fall 2022: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

An interdisciplinary course conducted in English with required readings, examining 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.

ANTH-3500-SFP, Research Methods and Ethics, 3 Credits

Fall 2022: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

The Research Methods and Ethics course enables students to understand field-based learning techniques, critical ethical issues involved in research and internships, and the requisite knowledge and skills to

effectively carry out mentored independent research or an internship placement in Cape Town. Material includes cross-cultural adaptation and skills building; project/internship selection; appropriate methodologies and approaches; field study/work ethics and the World Learning/SIT Human Subjects Review Policy for both research and internship placements.

ISPR-3000-SFP, Independent Study Project, 4 Credits

Fall 2022: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

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

ITRN-3000-SFP, Internship and Seminar, 4 Credits

Fall 2022: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will write an internship proposal, complete an ethics review process, and spend 30 hours a

week interning with a local organization. Regular seminars and reflection sessions will assist in navigating and contextualizing the internship experience. A final internship report will incorporate their learning and experiences.

SOCI-3000-SFP, Narratives of Identity and Social Change, 3 Credits

Fall 2022: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

An interdisciplinary course conducted in English, investigating social change in education, language use, land, social justice organizations, party politics, rural development, social welfare NGOs, and tourism in three cultural contexts: Xhosa, Coloured, and Afrikaner. Critical identity markers beyond race in post-apartheid South Africa — which cut across these cultural contexts — such as gender, sexuality, class, or generational or political affiliation, for example, are also examined and analyzed with respect to their experiences and meaning in contemporary society.

XHOS-1003-SFP, isiXhosa, 3 Credits

Fall 2022: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. In addition, students receive introductory oral Afrikaans instruction.

ANTH-3500-SFD, Research Methods and Ethics, 3 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

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

ISPJ-3000-SFD, Independent Study Project in Journalism (ISPJ), 4 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

The Independent Study Project in Journalism is conducted in an approved location in South Africa appropriate to the story being covered. Students execute a full-length feature (in the media format in which they have the most experience), which will be considered for publication or broadcast in the US and South Africa. Students have the rare opportunity to work in partnership with early-career journalists at The Times Media Group in Cape Town and Johannesburg. In this way, professional journalists provide students with hands-on advice and mentoring at every stage of story development.

ISPR-3000-SFD, Independent Study Project, 4 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

Conducted in Durban or in another approved location appropriate to the project. Students may choose to complete either a research-based or practicum-based Independent Study Project, the former being a traditional research paper and the latter emerging from a practicum with an affiliated organization working in social and/or political transformation. Sample topic areas: HIV/AIDS in South Africa; peace efforts in KwaZulu-Natal; democracy as defined by South Africans; education policy reform and implementation; the prison system in South Africa; independent churches and religion; the role of online media content in South Africa; trade unions and their alliance with the African National Congress; township jazz and political resistance; Islam and Durban's Indian community in contemporary South Africa; land reform; Zulu traditional healing and Western medicine; Afrikaner identity.

ITRN-3000-SFD, Internship, 4 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

This course consists of a four-week internship with a national or international organization that is working on reconciliation and peacebuilding within the South African context. The internship enables students to obtain skills and knowledge in methods, principles of, and obstacles to promoting racial reconciliation and peace within societies that have been highly polarized by racialized social welfare policies and racialized national politics, as was the case in South Africa for many decades.

JOUR-3500-SFD, Field Ethics of Journalism in South Africa, 3 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

This course provides students with the necessary background in the highest standards of journalism ethics, both conceptual and experiential, to prepare them to produce a major feature story in South Africa. In addition to two introductory modules on the context of fieldwork in South Africa, the course includes a module on a) journalism ethics, b) an overview of laws affecting the practice of journalism in South Africa and the legal milieu in which journalists in South Africa operate, c) ongoing reporting assignments, and d) pitching a professional story on an important issue in the South Africa. This becomes the subject of the student's Independent Study Project in Journalism (ISPJ).

POLI-3000-SFD, Memory and Reconciliation in South Africa, 3 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

An interdisciplinary seminar conducted in English focusing on 1) the challenges of transition; 2) remembering the past through individual and popular memory; and 3) the challenges and processes of reconciliation and the current state of the nation, through an exploration of the Truth and Reconciliation Commission (TRC), among other approaches, in a fledgling democracy. The course aims to provide students with a solid grasp of the historical background of South Africa's apartheid system; contemporary developments leading to the dismantling of that system; the visions for post-apartheid South Africa; the political, economic, and social structure of the future South Africa;

and the role of memory in healing the trauma of the past.

SDIS-3000-SFD, Development, Transformation, and Nation Building, 3 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

An interdisciplinary seminar conducted in English focusing on 1) development in South Africa; 2) nation building explored through education and the media in South Africa; and 3) gender and social change. A central premise of this course is the interconnected nature of issues of development and nation building in South Africa; as such, when focusing in the first instance upon issues of development, students will also consider how the issue impacts and is shaped by specific patterns of nation building. Core themes addressed in this course include the evolution from the Reconstruction and Development Program (RDP) to a developmental state, and the role of civil society, education, and media in the goal of nation building.

ZULU-1003-SFD, isiZulu, 3 Credits

Fall 2022: South Africa: Social and Political Transformation | Africa, South of the Sahara

Emphasis is on beginning speaking and comprehension skills through classroom and field instruction. The course aims to develop conversational abilities in isiZulu and provide greater insight into various aspects of Zulu culture through discussions and excursions.

ITRN-3000-SFV, Virtual Internship & Seminar, 4 Credits

Fall 2022: South Africa: Virtual Internship in Diplomacy, Conflict Resolution & International Relations | Africa, South of the Sahara

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ENVI-3000-TZE, Wildlife Conservation and Political Ecology Seminar, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

An interdisciplinary course conducted in English, with required readings, examining the relationships between socioeconomic objectives, ecological parameters, and cultural transitions from multi scale/actor perspectives in various Tanzanian landscapes. Lecturers are drawn from institutions such as the Sokoine University of Agriculture, the Tanzania Wildlife Research Institute, and various nongovernmental organizations.

ENVI-3500-TZE, Environmental Research Methods and Ethics, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

A course 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. Topics include an introduction to the Independent Study Project; environmental field study ethics; and the World Learning/SIT Human Subjects Review Policy. Specific qualitative field study methods include designing research projects; writing a research proposal; interviewing; surveys; participatory rural appraisal techniques; maintaining a field study journal; and data set analysis. Specific ecological field study methods include micro- and macrohabitat analysis; wildlife population sampling and analysis; fauna and flora identification; animal behavior; geographic information systems; and statistical analysis of data sets.

ISPR-3000-TZE, Independent Study Project, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

Conducted in Arusha, Moshi, or surrounding areas or, with program approval, in other parts of Tanzania. Sample topic areas: impact of tourism on local cultures or the natural environment; perspectives on management options in designated wildlife areas; environmental education; soil conservation in Mayo Village; body modifications among Maasai at Ngare Sero; behavior of Colobus guereza in selected forests; canopy and habitat use in sympatric primate species; modernized farming methods in Mgwashi; Arusha youths' views on population and the environment; vegetation analysis of elephant damage at Ndarakwai Ranch.

SWAH-1004-TZE, Beginning Kiswahili, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

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

SWAH-1504-TZE, Beginning Kiswahili, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

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

SWAH-2004-TZE, Intermediate Kiswahili, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

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

SWAH-2504-TZE, Intermediate Kiswahili, 4 Credits

Fall 2022: Tanzania: Wildlife Conservation & Political Ecology | Africa, South of the Sahara

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

ENVI-3000-TZZ, Coastal Ecology and Natural Resource Management Seminar, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

An interdisciplinary course conducted in English, with required readings, examining coastal ecology and natural resource management in Zanzibar, Pemba, and coastal Tanzania. Lecturers are drawn from institutions such as the University of Dar es Salaam and its affiliate, the Institute of Marine Sciences in Zanzibar.

ENVI-3500-TZZ, Environmental Research Methods and Ethics, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

A course in environmental research methods and ethics concerning both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data in order to critically understand and evaluate program-related environmental issues. The course includes an introduction to the Independent Study Project and reviews of environmental field study ethics, and the World Learning / SIT Human Subjects Review Policy. Topics addressed include research project design, interviewing, conducting surveys, and maintaining a field journal. Specific ecological research methods may include fauna and flora identification, population analysis, animal behavior, biodiversity monitoring, and habitat analysis.

ISPR-3000-TZZ, Independent Study Project, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-1004-TZZ, Beginning Kiswahili, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-1504-TZZ, Beginning Kiswahili, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-2004-TZZ, Intermediate Kiswahili, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-2504-TZZ, Intermediate Kiswahili, 4 Credits

Fall 2022: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

AFRS-3000-UGD, Contemporary Global Development, 3 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

This integrative, interdisciplinary course introduces theories and paradigms of development and concepts of globalization. The course draws on key case studies to illustrate and examine the tensions, contradictions, and intended and unintended consequences of the global development agenda. Key themes and case studies will include theories and paradigms of development, a recent history of global development, economic liberalization and development, the environment, people and food, Kyoto protocols, reforestation and agrarian transitions, governance, politics and economic liberalization, industrial- and GMO-driven farming versus organic farming, global development in post-conflict contexts (Rwanda), health and development, fishing crisis on lake Victoria (tensions between multinational agendas and local needs). Lectures are held at Makerere University, the SIT center, and related sites inside and outside Kampala and given by professors from Makerere

University and experts from private nongovernmental organizations and cultural institutions. Assignments integrate readings, lectures, processing sessions, field trips, and/or in-class discussions.

AFRS-3500-UGD, Human and Community Development, 3 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

This course equips students with key knowledge and skills related to the conceptualization, planning, and implementation of micro-human and community development projects in settings such as Uganda. The course introduces students to the core issues in community analysis and assessment, perceptions of development and wellbeing in local people's realities, and how local participation in project design and implementation can be enhanced. The course also introduces students to methods and tools of policy analysis, development of action plans, and tools for monitoring and evaluation.

AFRS-3550-UGD, International Business in the Developing World, 3 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

This course examines the historical development of business in Uganda, business formalization and informalization, and business finance in the developing world using Uganda as a case study, business turnover/failure, models and importance of corporate social responsibility, and models and outcomes of public/private partnerships. Two assigned texts provide

students with literature and insights critical of the neo-liberal free market model, which has formed the bedrock of Uganda's economic development policy in Uganda, as a way to contribute to debate and critical perspectives.

ANTH-3500-UGD, Research Methods and Ethics, 3 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

The Research Methods and Ethics course is designed to prepare students to undertake independent field-based research or a practicum experience within a development organization setting in Uganda. The course provides the theoretical and practical frameworks to facilitate successful adjustment to life in Uganda and to enhance student capacity to accomplish challenging tasks in new and unfamiliar settings, while conducting field research or engaging in a practicum that is ethically, methodologically, and analytically sound. The course prepares students for either a research- or internship-based ISP experience using readings or activities designed to build skills in qualitative research methods, including rapid rural appraisal and participatory methods, as well as project selection and refinement. Finally, students consider the norms and expectations of ethical field engagement and reciprocity, while reflecting critically on their role as "outsiders" in the development process.

ISPR-3000-UGD, Independent Study Project, 4 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

Students may choose to pursue a research-based Independent Study Project (ISP) conducted in Uganda in an approved location appropriate to the project. In consultation with the academic director, the ISP can be completed in Kampala or other areas of Uganda, and helps to integrate the information gained through the Development Studies and the Research Methods and Ethics courses and, as appropriate, Luganda language studies. The ISP provides the opportunity to analyze development theories using data and reflections from field-based experience. Regular sessions are coordinated for students to share their progress, challenges, and experiences with each other and with faculty mentors in order to become more effective researchers and consultants. 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.

ITRN-3000-UGD, Internship and Seminar, 4 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

Popular discourse of the 1990s and early 2000s portrayed Uganda as a successful development case. Progress in the women's emancipation, microfinance, democracy, human rights and civil liberties, HIV/AIDS awareness, and poverty reduction attracted attention of international development agencies and scholars. This internship experience is intended to place students in organizations that work on a myriad of these development issues as a way to enable them to appreciate the history, complexity, challenges, and opportunities of international development from the vantage point of their internship placement.

LUGA-1003-UGD, Luganda, 3 Credits

Fall 2022: Uganda: Global Development Studies | Africa, South of the Sahara

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. Given its location in Kampala, where Luganda dominates, the program focuses on Luganda as the primary local lingua franca to best facilitate interactions and cross-cultural communication. The course is organized by a language coordinator and taught by a staff of native speakers experienced in teaching Luganda as a foreign language, with an emphasis on cross-cultural communication. Language learning consists of 45 hours of formal instruction. Luganda study is reinforced through the homestay experience and various participatory and interactive assignments. Language instruction may also include simulations and field trips to supplement classroom learning.

ENVI-3000-ASE, Rainforest, Reef, and Cultural Ecology Seminar, 6 Credits

Fall 2022: Australia: Rainforest, Reef, and Cultural Ecology | Asia and the Pacific

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

Management Authority. Students may also learn from Aboriginal elders.

ENVI-3500-ASE, Environmental Field Study Seminar, 4 Credits

Fall 2022: Australia: Rainforest, Reef, and Cultural Ecology | Asia and the Pacific

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

ISPR-3000-ASE, Independent Study Project, 6 Credits

Fall 2022: Australia: Rainforest, Reef, and Cultural Ecology | Asia and the Pacific

Students spend the last five weeks of the program conducting original, independent research on a subject of their choice at a location appropriate to your topic. For many students, the independent study project (ISP) is the highlight of their academic experience in Australia. It

allows students to take the information they acquire from thematic coursework and field study and use it to design, implement, analyze, and write a scientifically valid research report. Through students' own initiative, they will network and collaborate with Australian experts. Many students have made lasting professional connections during their ISP.

ANTH-3500-ASM, Research Methods and Ethics, 3 Credits

Fall 2022: Australia: Sustainability and Environmental Action | Asia and the Pacific

A course in the concepts of learning across cultures and from field experience and the development of the research skills necessary to undertake either an Independent Study Project or an internship. Material includes cross-cultural adaptation and skills building; project selection and refinement; writing a research proposal; referencing; appropriate methodologies such as interviewing, surveying, observation, and content analysis; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; gathering, organizing, analyzing, and communicating data; and maintaining a work journal.

ENVI-3000-ASM, Sustainability and Environmental Action Seminar, 8 Credits

Fall 2022: Australia: Sustainability and Environmental Action | Asia and the Pacific

An interdisciplinary course focusing on an analysis of efforts to pursue sustainability in Australia. The course is designed to empower students to make a positive contribution to making societies more sustainable.

ISPR-3000-ASM, Independent Study Project, 5 Credits

Fall 2022: Australia: Sustainability and Environmental Action | Asia and the Pacific

Conducted in northern New South Wales or in another approved location appropriate to the project. Students may undertake a traditional research project or, alternatively, produce a creative piece (e.g., art, film, creative writing). All projects must relate to sustainability. A number of students have pursued highly successful creative ISPs, but students must apply for permission to undertake creative ISPs, and this will only be granted if the student can prove that s/he has adequate pre-existing skills. For example, if a student is majoring in the medium (e.g., creative writing), we accept that as evidence of pre-existing skills; otherwise, we ask them to provide proof of his/her skills, such as writing awards, exhibitions of work, and publication of work. For more information, please inquire with the admissions counselor.

For many students the ISP is the highlight of their academic experience in Australia. The ISP allows students to apply the knowledge and skills they have obtained throughout the semester to a sustainability issue. They will work with an assigned advisor to develop a proposal and will spend the last five weeks of the program in the field and writing up their report. Projects can be undertaken anywhere in Australia that is appropriate and safe.

ITRN-3000-ASM, Internship and Seminar, 5 Credits

Fall 2022: Australia: Sustainability and Environmental Action | Asia and the Pacific

This seminar consists of a five-week internship with an environmental nonprofit organization or a government department or agency focused on environmental issues. Permission may be granted to undertake an internship with a for-profit entity, but this will only be given if the entity is primarily focused on environmental outcomes. The aim of the internship is to enable the student to gain valuable work experience in the field of sustainability and to enhance their skills in an international work environment. In consultation with their internship organization and their SIT internship advisor, students will identify a project focus and internship supervisor. A minimum of 150 hours must be spent working for the organization. Students will complete an internship and submit a paper in which they discuss the overall structure and work of the organization, process their learning experience on the job, and analyze their focus topic. The paper must also document a comprehensive schedule and the specific skills and knowledge acquired through the experience and how the student intends to apply these skills and knowledge upon return to the United States. A focus will be on linking internship learning with the program's theme of sustainability.

ANTH-3500-INH, Field Methods and Ethics in Social Science and Health, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

The concepts and skills introduced in Field Methods and Ethics unite and reinforce all other program components and are put to the test through the execution and successful completion of an Independent Study Project or internship. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing

skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal. The Field Methods and Ethics course examines public health indicators and helps students understand why some indicators are selected or important. The course includes helping students understand how and why studies are conducted in health and human rights; considerations for conducting such studies, including human subjects and ethical issues central to the World Learning / SIT Human Subjects Review Policy; and how students can use public health data to acquire a better understanding of what is happening in the target society or community. Students are expected to develop competence in the following areas: self-orientation in a new environment, ethical comportment appropriate for researchers working with human subjects, and methodological approaches to conducting fieldwork or an academic internship.

HIND-1003-INH, Beginning Hindi, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation,

including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-1503-INH, Beginning Hindi, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-2003-INH, Intermediate Hindi, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class

as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-2503-INH, Intermediate Hindi, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-3003-INH, Advanced Hindi, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-3503-INH, Advanced Hindi, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

IPBH-3010-INH, Public Health: Key Determinants, Gender, and Equity, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

This course explores the theoretical link between access to and reliance on Indian public health services and the conceptions of gender justice and community efforts in realizing right to health of individuals and communities in an Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable — and most vital — members: women and children. Indian health indicators show that women contract/experience additional illnesses due to a variety of factors, especially lack of information regarding health and limited access to health services. Discriminatory social practices, from sex selective abortions to malnourishment and maternal mortality, perpetuate inequitable health outcomes and impair women's abilities to lead healthy lives. To understand how public health policy can be formed and changed to address such sociocultural biases, students learn about the context of India and how local, national, and global actors currently interact with social systems. In particular, students investigate the ways in which India's rigid social hierarchy leads vast numbers of severely impoverished, malnourished, and marginalized groups and communities to be denied access to appropriate healthcare. The sociocultural context of the delivery of healthcare is examined in order to magnify the complex intersection between age, gender, ability, caste, and rural/urban context in creating vulnerable communities. Excursions to and workshops in urban and rural areas will provide context for understanding the nuances of public health and human rights. Conditions permitting, these unique

areas may include Bahaich, Goa, Udaipur, Varanasi, Jamkhed, Dharamsala, and Bangkok and rural Thailand.

IPBH-3020-INH, Health Rights Advocacy in South Asia, 3 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

This course gives students firsthand exposure to the challenges and triumphs intrinsic in NGO and public health work. During this course, students explore Indians' and Thais' access to and reliance on public and private healthcare services. Through lectures, excursions to Bangkok and Bahaich, and active hands-on participation in a one-week workshop with an NGO in India, students observe healthcare systems themselves and interact with local experts and communities to understand realities of the delivery and uptake of health services in India and Thailand. This course substantiates academic study by placing students in a variety of venues and regional locales to observe and experience the delivery of health services firsthand. Students participate in a Public Health Capacity Building Workshop, which places students with an organization or individual who is working for positive change in the field of public health in India.

ISPR-3000-INH, Independent Study Project, 4 Credits

Fall 2022: India: Public Health, Gender, and Community Action | Asia and the Pacific

Conducted in North India or in another approved location. Sample topic areas: holistic healthcare in Ayurveda and yoga, international, national, and regional responses to epidemics and pandemics; health equity and disability; major public health challenges of diseases

such as TB, malaria, and polio; access to reproductive and children's health; incentive strategies and health outcomes production; health financing; impact of globalization on public health; health planning and management; privatization of medical services and health tourism. The Independent Study Project culminates in a research paper and presentation.

ANTH-3500-IND, Field Methods and Ethics, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

A course on research methods and ethics in conducting independent social science field studies in the cross-cultural context of India. Topics include cross-cultural adaptation and skills building; selecting and refining projects; using appropriate methodologies; field study ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in designing research, writing proposals, choosing relevant methods, observing and interviewing; gathering, organizing, and communicating data; and maintaining a fieldwork journal.

ASIA-3010-IND, Development Approaches and Distributive Justice, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

This course provides a strong foundation on various aspects of Indian society and builds critical perspectives on post-1990s Indian development experience and its impact on rural and urban India, along with the additional challenge posed by climate change. Keeping land and natural resources central to human well-being,

the course provides reflection and analysis of the social justice and sustainability issues of contemporary India and the world.

ASIA-3020-IND, Sustainable Futures: India and Beyond, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

This course exposes students to various frameworks for rethinking development in the context of India and beyond, with the potential to change perspectives and worldviews in the search for sustainable futures. The course enables students to critically reflect on the self, the community, and society and their roles in shaping global change. Students will learn the emerging alternatives to mainstream development paradigms in India and develop their theoretical and conceptual framework for thinking and acting towards a sustainable future.

HIND-1003-IND, Beginning Hindi, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-1503-IND, Beginning Hindi, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-2003-IND, Intermediate Hindi, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-2503-IND, Intermediate Hindi, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-3003-IND, Advanced Hindi, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-3503-IND, Advanced Hindi, 3 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

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

ISPR-3000-IND, Independent Study Project, 4 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

Conducted in approved field sites across India, the Independent Study Project is an opportunity to delve more deeply into a field study topic of choice. Sample topic areas: theater for social change; traditional women's crafts and the modern market; Indian wildlife conservation and international nongovernmental organization involvement; irrigation and water management issues; a critical analysis of elephant tourism; call centers as the job of the educated future; marketing culture and Rajput identity; microfinance and women's empowerment; language and literacy; a comparison of traditional and mass production of Indian textiles.

ITRN-3000-IND, Internship and Seminar, 4 Credits

Fall 2022: India: Sustainable Development and Social Change | Asia and the Pacific

This four-week internship provides an opportunity for students to intern with diverse national, international, and community-based nongovernmental organizations and other private entities working on various issues related to environment and development, rural and urban livelihood generation, environmental awareness and advocacy, women's empowerment, ecological agriculture, sustainable mountain development, implementation and monitoring of federal programs for social security, etc. The key focus is to nurture and support students as they explore and/or build on their individual career interests. In the process, students will have opportunities to build professional networks, apply new knowledge of development and social change in India, including soft skills in an organizational or community setting. While conducting the internship, students participate in weekly debriefing sessions, typically conducted online, and write two progress reports. The internship culminates in a final paper and presentation, which detail the organization and its approaches to development and reflects on the internship experience and how it relates to the program theme.

ITRN-3000-INE, Virtual Internship & Seminar, 4 Credits

Fall 2022: India: Virtual Internship in Environment, Development & Sustainability | Asia and the Pacific

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, or an international NGO. Students will be expected to devote approximately

15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ANTH-3500-ABR, Field Methods and Ethics, 3 Credits

Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

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

ASIA-3000-ABR, Arts, Religion, and Social Change Seminar, 3 Credits

Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

An interdisciplinary course conducted in English, with required readings, that draws connections between contemporary Indonesian society, politics, and economy with the historical traditions apparent in everyday life, be it urban, village, or rural. Students also explore the dynamic ways in which Balinese identity and traditional arts are changing, in response to the pressures of globalization and increased Balinese engagement with global networks. Lecturers are drawn from institutions such as the Faculty of Letters of Udayana University, Universitas Pendidikan Ganesha, Universitas Gadjah Mada, and local NGOs. Educational excursions are an integral part of this course, and attendance at evening and weekend temple ceremonies and performances is sometimes required.

INDO-1006-ABR, Beginning Bahasa Indonesia, 6 Credits

Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-1506-ABR, Beginning Bahasa Indonesia, 6 Credits**Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific**

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-2006-ABR, Intermediate Bahasa Indonesia, 6 Credits**Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific**

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-2506-ABR, Intermediate Bahasa Indonesia, 6 Credits**Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific**

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-3006-ABR, Advanced Bahasa Indonesia, 6 Credits**Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific**

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-3506-ABR, Advanced Bahasa Indonesia, 6 Credits**Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific**

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is

available for students with full competence in Indonesian.

ISPR-3000-ABR, Independent Study Project, 4 Credits

Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Conducted at an approved location in Bali, Java, and other parts of Indonesia appropriate to the project. Sample topic areas: the ritual significance of gamelan music and Balinese dance; contemporary youth culture and street art; painting in the Ramayana tradition; the social-political relation of government and religion; environmental challenges of global tourism; the representation of myth in public art; traditional healing arts and modern medicine; the export of Balinese culture via tourism; traditional village life and governance; gender and economic change; irrigation management in rural Bali; the aesthetics of religious tradition in Bali; the role of women in contemporary Islamic communities of Java.

ITRN-3000-ABR, Internship and Seminar, 4 Credits

Fall 2022: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible

solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme. The internship course includes a module designed to help students build a foundation on which to engage in the internship experience.

ANTH-3500-MFR, Research Methods and Ethics, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

Through a carefully designed sequence of field projects, workshops, and related lectures, this course prepares students for either an independent research project or an internship. Knowledge will culminate in each student's successful completion of an individually designed and executed Independent Study Project or internship at the end of the semester.

ASIA-3010-MFR, Geopolitics and Development Trends, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

This interdisciplinary course focuses on Mongolia's path to political and economic development and the country's current strategies for external relations and internal growth strategies. With special attention to Mongolia's location between China and the Russia, this course discusses government policies for international investment and the shifting political discourses about domestic investment that form the background of Mongolia's development trajectory, including food safety and security and academic and economic cooperation

with Mongolia. Educational excursions are an integral part of this course, and lecturers are drawn from local universities, research institutes, and NGOs and private entities both in Mongolia and Siberia, Russia.

ASIA-3020-MFR, Pastoralism and Natural Resource Management, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

This interdisciplinary course, with required readings and relevant educational excursions, focuses on Mongolia's nomadic population and the impact of political, social, and economic transformations and national resource management policies, ranging from wildlife to resource extraction to water quality and conservation, on Mongolia's social, cultural, and physical environments, including ecological zones of Lake Baikal region in East Siberia, environmental challenges facing populations in each zone, and their interrelationship across international borders. Lecturers are drawn from local universities, government agencies, and NGOs and private entities both in Mongolia and Siberia, Russia.

ISPR-3000-MFR, Independent Study Project, 4 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

Conducted in an approved location in Mongolia appropriate to the project. Sample topic areas: the concept of national security in Mongolia; nomadic organization in transition; cashmere trade and cultural interaction with China and Russia; Buddhist debate and monastic education; Buddhist painting, sculpture, and architecture; symbols of collectivism and pastoralism in

daily life; the shagai tradition; cultural perceptions of Mongolian medicinal plants; commodity production and regional politics; analysis of the environmental impacts of mining; maternal healthcare, motherhood, and birth in Ulaanbaatar; the Mongolians of Kazakh descent and their place in modern Islam.

ITRN-3000-MFR, Internship and Seminar, 4 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable experience and to enhance their skills in an international environment. Students will complete an internship and engage in a weekly seminar (typically online), write weekly progress reports, and prepare a final paper and presentation that reflects on the internship learning experience and ties that experience to program's themes. The internship seminar includes a module titled Internship in the Context of Mongolia, which is designed to help students build a foundation on which to engage in the internship experience.

MONG-1003-MFR, Beginning Mongolian, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

Emphasis is on speaking and listening comprehension in Mongolian, plus reading and writing skills, through classroom and field instruction. Classes are conducted by trained Mongolian language instructors. Students are placed in beginning, intermediate, or advanced classes

based on in-country evaluation, including oral proficiency testing. Language training starts immediately after students arrive in Mongolia and continues during field excursions.

MONG-1503-MFR, Beginning Mongolian, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

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

MONG-2003-MFR, Intermediate Mongolian, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

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

MONG-2503-MFR, Intermediate Mongolian, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

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

MONG-3003-MFR, Advanced Mongolian, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

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

MONG-3503-MFR, Advanced Mongolian, 3 Credits

Fall 2022: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

Emphasis is on speaking and listening comprehension in Mongolian, plus reading and writing skills, through classroom and field instruction. Classes are conducted by trained Mongolian language instructors. Students are placed in beginning, intermediate, or advanced classes

based on in-country evaluation, including oral proficiency testing. Language training starts immediately after students arrive in Mongolia and continues during field excursions.

ANTH-3500-NPR, Field Methods and Ethics, 3 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

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

DVST-3000-NPR, Development, Gender, and Social Change in the Himalaya, 3 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Using gender as a lens for engaging with development theory and practice, the seminar examines historical and contemporary Nepal and the social, political, cultural, environmental, and economic forces — both internal and global — that have shaped and continue to define the country. Lecturers are a cross-section of Nepali society, including activists and experienced academics drawn from academic institutions such as Tribhuvan University,

Kathmandu University, and the Fulbright Commission. Site visits to nongovernmental organizations may include rights and development agencies like MITINI Nepal, ICIMOD, and Teach4Nepal, among others.

ISPR-3000-NPR, Independent Study Project, 4 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

At the end of the program, you will spend four weeks working on an Independent Study Project (ISP), pursuing original research on a topic of interest to you. The ISP is conducted in Kathmandu or, conditions permitting and with program approval, in other parts of Nepal, and is an opportunity for students to conduct firsthand, meaningful, and original field study projects. Sample topic areas include ecotourism and its effect on wildlife management; geographies of development; preservation of temple architecture and heritage sites; water scarcity in Kathmandu valley; statelessness and discourse on citizenship; community forestry; migration and population issues; rural development and aid; and women's health challenges. A large number of students have gone on to use their ISPs as the basis for further research under Fulbright fellowships in Nepal or in securing professional positions with NGOs, the State Department, and the United Nations.

ITRN-3000-NPR, Internship and Seminar, 4 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

This seminar consists of a four-week internship and weekly academic seminar. The aim of the internship is to enable the student to gain valuable experience, enhance

their skills in an international environment, and reflect more deeply on key program themes. The internship experience may be with a local community-based development organization, research organization, human rights and advocacy organization, international NGO, or organization working for food security and sustainable development. The internship seminar meets weekly (typically online) so students can reflect on the internship experience, and it includes complementary readings, weekly progress reports, and a final paper and presentation linking the internship learning experience to the program's theme. The internship seminar includes a module titled Internship in the Context of Nepal, which is designed to help students build a foundation on which to engage in the internship experience. SIT academic internships are hands-on and reflective.

NEPA-1506-NPR, Beginning Nepali: Intensive, 6 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

These fun, interactive courses help students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction combined with practice in reading and writing the Devanagari script. Classes are taught two-and-a-half hours daily. The expert instructors are native speakers with many years of teaching and teacher training experience with SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning, which helps facilitate ISP research and internships during the final month of the program.

NEPA-2506-NPR, Intermediate Nepali: Intensive, 6 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

These fun, interactive courses help students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction combined with practice in reading and writing the Devanagari script. Classes are taught two-and-a-half hours daily. The expert instructors are native speakers with many years of teaching and teacher training experience with SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning, which helps facilitate ISP research and internships during the final month of the program.

NEPA-3506-NPR, Advanced Nepali: Intensive, 6 Credits

Fall 2022: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

These fun, interactive courses help students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction combined with practice in reading and writing the Devanagari script. Classes are taught two-and-a-half hours daily. The expert instructors are native speakers with many years of teaching and teacher training experience with SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning, which helps facilitate ISP research and internships during the final month of the program.

ANTH-3500-NPT, Field Methods and Ethics, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

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

ASIA-3010-NPT, Religious Change in Tibet and the Himalaya, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

This course explores religious preferences among Himalayan peoples in the midst of the region's colorful diversity. Tibetan Buddhism is examined in relation to the broader Tibetan(-oid/-ish) cultural sphere and civilization, incorporating but not limited to the realms of politics (including the "Tibet issue") and of ritual. The course goes beyond the typical focus on Himalayan culture in terms exclusively of a core Tibetan Buddhism. Instead, students investigate varieties of beliefs and practices among different groups of people, e.g., other Buddhism(s) such as that of the Newars, the sole surviving continuous tradition of Indian Buddhism; Indian tantra; Hinduism in the Kathmandu Valley; Islam in Tibet and South Asia; and Bön and pre-Buddhist Himalayan

traditions. Furthermore, the course assesses how emerging systems such as secularism and spiritual materialism, whether or not sprung from Communist ideologies, also play determining roles across the region.

ASIA-3020-NPT, The Politics of Tibetan and Himalayan Borders, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

This course traces Tibetan history from current political dynamics back to ancient times. The course challenges the prevalent analysis of Tibetan(-oid/-ish) politics synchronically and in emic terms, disconnected from change, larger dynamics, and regional events. Individual political systems are examined, such as the Tibetan government in exile and the birth throes of the projected Nepalese constitution. This course also examines the politics inherent in processes of everyday life in an exile community, covering themes such as individual articulations of identity as well as the politics of language and of religious practice. Students examine politics on the geopolitical scale, including the significance of various regions in the Himalayas as well as the maneuvering between Asia's giants, India and China. Through examination of current conditions in Tibet, students are asked to reflect on and reconceptualize ideas of power, autonomy, authority, and vulnerability on individual, group, and state levels.

ISPR-3000-NPT, Independent Study Project, 4 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Conducted in Tibetan and Himalayan communities in Nepal, in Dharamsala, India (where there is a branch SIT program center and resident program assistant), or in another approved location appropriate to the project. Sample topic areas: the politics of language and education in Tibetan communities; reflections from former political prisoners; youth identity in the Tibetan diaspora; traditional Tibetan medicine; the reemergence of the Bön tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; the economy of Sherpas and mountaineering tourism; a case study of a traditional Buddhist college; nuns and Tibetan female mystics; the changing status of women in Buddhist monastic life; migration and Tibetan exile settlements.

ITRN-3000-NPT, Internship and Seminar, 4 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable experience and to enhance their skills in an international environment. Students will complete an internship and participate in a weekly seminar (typically conducted online), write progress reports, and submit a final paper and deliver a final presentation in which they process their learning experience. A focus of the seminar, including the final paper and presentation, will be on linking internship learning with the program's theme.

TIBE-1003-NPT, Beginning Tibetan, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-1503-NPT, Beginning Tibetan, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-2003-NPT, Intermediate Tibetan, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-2503-NPT, Intermediate Tibetan, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-3003-NPT, Advanced Tibetan, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-3503-NPT, Advanced Tibetan, 3 Credits

Fall 2022: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

NEPA-1003-NPN, Beginning Nepali, 3 Credits

Fall 2022: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Each lesson presents the situation, e.g. eating with host family, and the topic, e.g. food and socializing. Students learn to use a certain “dialogue” appropriate to the topic. Dialogues are used to assist in expressing needs, wants, questions, responding to questions, giving and asking opinions, and interviewing, etc. The course places

NEPA-1503-NPN, Beginning Nepali, 3 Credits

Fall 2022: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative

context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Each lesson presents the situation, e.g. eating with host family, and the topic, e.g. food and socializing. Students learn to use a certain “dialogue” appropriate to the topic. Dialogues are used to assist in expressing needs, wants, questions, responding to questions, giving and asking opinions, and interviewing, etc. The course places emphasis on reading, writing, listening and speaking skills.

NEPA-2003-NPN, Intermediate Nepali, 3 Credits

Fall 2022: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training

is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

NEPA-2503-NPN, Intermediate Nepali, 3 Credits

Fall 2022: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

NEPA-3003-NPN, Advanced Nepali, 3 Credits

Fall 2022: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

NEPA-3503-NPN, Advanced Nepali, 3 Credits

Fall 2022: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. The course places emphasis on reading, writing, listening and speaking skills. It is

designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

TIBE-1003-NPL, Beginning Tibetan, 3 Credits

Fall 2022: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. The primary objective of the online Introductory Tibetan language course is for students to develop oral skills that will allow them to communicate with members of different Tibetan communities. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Reading and writing skills are also introduced, since students are required to be able to read and write names and terms written in Tibetan script and/or scholarly transliteration (i.e. the Wylie system), even if their orthography and spelling remains a challenge. By the end of this course, students should be able to converse in beginning Tibetan in the context of interacting online with teachers and language partners, and to understand grammatical basics of the language and the ways it diverges from their native language. Students should gain the ability to employ Tibetan in appropriate cultural contexts (for example, using the honorific forms when speaking with elders).

TIBE-1503-NPL, Beginning Tibetan, 3 Credits

Fall 2022: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. The primary objective of the online Introductory Tibetan language course is for students to develop oral skills that will allow them to communicate with members of different Tibetan communities. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Reading and writing skills are also introduced, since students are required to be able to read and write names and terms written in Tibetan script and/or scholarly transliteration (i.e. the Wylie system), even if their orthography and spelling remains a challenge. By the end of this course, students should be able to converse in beginning Tibetan in the context of interacting online with teachers and language partners, and to understand grammatical basics of the language and the ways it diverges from their native language. Students should gain the ability to employ Tibetan in appropriate cultural contexts (for example, using the honorific forms when speaking with elders).

TIBE-2003-NPL, Intermediate Tibetan, 3 Credits

Fall 2022: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of

time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved intermediate level competence, this course will broaden colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your obvious sincere efforts to learn Tibetan will be applauded by Tibetans who see this effort as a sign of profound respect and cultural sensitivity. You will approach a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the three-week course.

TIBE-2503-NPL, Intermediate Tibetan, 3 Credits

Fall 2022: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved intermediate level

competence, this course will broaden colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your obvious sincere efforts to learn Tibetan will be applauded by Tibetans who see this effort as a sign of profound respect and cultural sensitivity. You will approach a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the three-week course.

TIBE-3003-NPL, Advanced Tibetan, 3 Credits

Fall 2022: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Advanced Tibetan language course is tailored to fulfil the need to acquire advanced Tibetan language skills in a short span of time. This course exposes students to advanced literary as well as to colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved advanced level competence, this course will broaden literary and colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your advanced deployment of Tibetan will be applauded by Tibetan speakers who see this achievement as a sign of particularly profound respect and cultural sensitivity. You will attain a high level of colloquial proficiency and increasingly sophisticated skills

in reading of literary and popular texts by the end of the course.

TIBE-3503-NPL, Advanced Tibetan, 3 Credits

Fall 2022: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Advanced Tibetan language course is tailored to fulfil the need to acquire advanced Tibetan language skills in a short span of time. This course exposes students to advanced literary as well as to colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved advanced level competence, this course will broaden literary and colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your advanced deployment of Tibetan will be applauded by Tibetan speakers who see this achievement as a sign of particularly profound respect and cultural sensitivity. You will attain a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the course.

ANTH-3010-WSR, Pacific Communities in Transition, 3 Credits

Fall 2022: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

This course explores challenges Pacific Island communities face as they transition from traditional societies to more modern globalized ones. It focuses on culture and values and examines how small island Pacific states have adapted to development, westernization, and, more recently, climate change. The course examines key aspects of traditional Pacific societies as well as the physical and historical forces that have shaped the Islands region of Oceania at large. Lectures are complemented by orientation in Hawai'i and excursions in Samoa and Fiji.

ANTH-3500-WSR, Research Methods and Ethics, 3 Credits

Fall 2022: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

This course introduces students to learning across cultures and field experience, which prepares them for their Independent Study Projects. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning / SIT Human Subjects Review Policy. Students also develop contacts and find resources, practice observation and information gathering skills, organize and communicate research findings, present a mini-ISP, and maintain a work journal.

ISPR-3000-WSR, Independent Study Project, 4 Credits

Fall 2022: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

The Independent Study Project is an opportunity to conduct independent research in an appropriate location in Samoa. Sample topic areas: sustainable agricultural practices and their impact on local villages; youth culture, social change, and globalization; the impacts of climate change on livelihoods, language and sustainable agriculture, microfinance, social networks, and local impacts; poverty, food security and hardship in Samoa; perspectives on religious freedom; human rights, law, and Samoan traditions; the role of coconut products in the Samoan economy; indigenous business development.

PACI-3020-WSR, Climate Change and Resilience in Oceania, 3 Credits

Fall 2022: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

This course examines the relationship between climate and environmental change and social issues in the small island developing states of Oceania. The economic, social, environmental, and cultural impacts of tourism and other aspects of development are also examined and refracted through the new lens of climate change. Homestays allow students to see and discuss these issues and examine mobility, urbanization, and agriculture, in particular. Definitions of concepts such as vulnerability, poverty, and resilience are explored in local contexts. Lectures and discussions are conducted in conjunction with the University of Hawai'i; the East-West Center; the National University of Samoa; and with additional support from local professionals.

SAMO-1003-WSR, Beginning Samoan, 3 Credits

Fall 2022: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

The Samoan language course emphasizes beginning speaking and comprehension skills through classroom and field instruction. Everyday communication forms the foundation of this course. By the end of this course, students should be able to engage in everyday Samoan conversations that facilitate interactions during the Independent Study Project (ISP). Bilingual surveys can assist with data collection during ISP.

ANTH-3500-VNR, Field Methods and Ethics, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

The course provides an introduction to the Independent Study Project and Internship and Seminar, and provides the foundational skills for conducting research in Vietnam. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research methodologies; field study and internship ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

ASIA-3010-VNR, Ethnicity, Gender, and Social Change, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

This course explores the repercussions of the processes of social change in Vietnam with a special focus on specific groups such as women and ethnic minorities. Students are asked to analyze gender relations and ethnic minority perspectives from a comparative

standpoint, in relation to both regional and global social and political change. Students look at the governance of ethnic minority affairs, the development problems faced by minority peoples, and the challenge of maintaining Vietnamese people's diverse traditions throughout the process of nation-building. The course enables students to identify agents of change and their role in shaping sustainable social change.

ASIA-3020-VNR, Economic Reform and Development, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

The course examines Vietnam's development agenda and ethics and equity issues within the context of the country's growing market economy and consumer class. Rapid economic development has come with sociopolitical changes and environmental costs. Students examine in detail the major turning point in Vietnam's development, the Doi Moi "Renovation" economic reforms launched in 1986, and the rapid growth in trade and investment since that time. Excursions to both rural and urban areas in Vietnam, including the Mekong Delta, Central Vietnam, Hanoi, and Ha Giang, provide students with a variety of unique environments in which they can investigate the nuances of development. In spring, students examine new development efforts at Phong Nha National Park. In fall, students examine the tradeoffs among coal mining in Hon Gai areas, conservation efforts, and the rapid growth in tourism in Ha Long Bay, a UNESCO World Heritage Site.

ISPR-3000-VNR, Independent Study Project, 4 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

Conducted in Ho Chi Minh City or in another approved location appropriate to the project. Sample topic areas: gender roles in Vietnamese society; the impact of migration on urban life; colonial architecture; heritage site management and conservation; the business environment and entrepreneurship in Vietnam; craft villages in transition; microcredit projects; poverty reduction and hunger eradication; Vietnamese culture viewed through the media, literature, or popular music; memory and the French and American wars; fortune tellers, magic, and mysticism in a modern socialist society.

ITRN-3000-VNR, Internship and Seminar, 4 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable experience and to enhance their skills in an international environment. Students will complete an internship and participate in a weekly seminar in which they process their learning experience (typically online), write progress reports, and prepare a final paper and presentation. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

VIET-1003-VNR, Beginning Vietnamese, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-1503-VNR, Beginning Vietnamese, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-2003-VNR, Intermediate Vietnamese, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-2503-VNR, Intermediate Vietnamese, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students

are placed in beginning, intermediate, or advanced classes.

VIET-3003-VNR, Advanced Vietnamese, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-3503-VNR, Advanced Vietnamese, 3 Credits

Fall 2022: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

ITRN-3000-VNI, Virtual Internship & Seminar, 4 Credits

Fall 2022: Vietnam: Virtual Internship in Development & Gender | Asia and the Pacific

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on

synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff. The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the program's core themes on development and gender. SIT will facilitate an internship placement for students. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight of internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student takes responsibility for being proactive in engaging with internship colleagues and the internship supervisor to achieve internship objectives.

ANTH-3500-CZR, Research Methods and Ethics in the Arts, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

This seminar introduces arts-based research (ABR) methods in which the creation and analysis of art are utilized as the primary modes of qualitative inquiry. Students review the different kinds of arts-based research methods (narrative, poetic, dance, and visual forms of inquiry, for example) and the surrounding debates to gain practical experience for integrating creative work in a social science research context, which may be used in the Independent Study Project; field study ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

ARTS-2000-CZR, Arts Studio, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

This seminar is geared toward students in the visual and performing arts and literature and requires independent studio work in inter-media visual arts utilizing digital photography, collage or other experimental techniques, physical theater, or creative writing. The objective is to connect students more deeply to artists and projects related to their field of study through a combination of studio work, critiques, and personal discussions with Czech artists. Creative writing students work under the guidance of a Czech writer. Inter-media visual arts and theater students work in a studio setting with established artists and theater instructors and conceptually in the field, developing ideas for possible in-depth exploration during the ISP period. Depending on the student's area of focus, attendance at theater or dance performances, visits to visual arts exhibitions, or completing readings in

contemporary Czech literature will be required. The seminar culminates in a presentation of student work in progress, including a visual arts exhibition, a performance, and literary readings. The choice of focus for the seminar must be requested at the time of application. For inter-media visual arts, theater studio work, and creative writing, a basic course or background in the area of study is highly recommended.

ARTS-3000-CZR, Arts Studio, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

This seminar is geared toward students in the visual and performing arts and literature and requires independent studio work in inter-media visual arts utilizing digital photography, collage or other experimental techniques, physical theater, or creative writing. The objective is to connect students more deeply to artists and projects related to their field of study through a combination of studio work, critiques, and personal discussions with Czech artists. Creative writing students work under the guidance of a Czech writer. Inter-media visual arts and theater students work in a studio setting with established artists and theater instructors and conceptually in the field, developing ideas for possible in-depth exploration during the ISP period. Depending on the student's area of focus, attendance at theater or dance performances, visits to visual arts exhibitions, or completing readings in contemporary Czech literature will be required. The seminar culminates in a presentation of student work in progress, including a visual arts exhibition, a performance, and literary readings. The choice of focus for the seminar must be requested at the time of application. For inter-media visual arts, theater studio work, and creative writing, a basic course or background in the area of study is highly recommended.

ARTS-3005-CZR, Czech History, Arts, and Civil Society II: Creativity in Context, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

This seminar provides an emphasis on the nexus of contemporary politics and civic initiatives where the arts and creativity are key components for impelling social change. The seminar includes readings, lectures, and roundtable discussions on the evolution and defining characteristics of civil society in the Czech Republic today as well as visits to NGOs and festivals and discussions with former dissidents and activists engaged with topics such as youth support, alternative culture, human rights, or the integration of socially and ethnically marginalized groups. The class provides firsthand observation and analysis of the social legacy of communism and critical issues in Czech and post-socialist European society today.

CHEC-1003-CZR, Czech, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in beginning classes.

EURO-3000-CZR, Czech History, Arts, and Civil Society I, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

This seminar examines Czech society and national identity in historical and contemporary contexts through visual and performing arts, film, and literature. The seminar is built around the rich and well-known intersection of arts, politics, and social change in Czech post-war history and the legacy of communism as it plays out in cultural expression and institutions today. The seminar includes required readings and lectures, as well as discussions, film screenings, music and dance performances, and site visits to artist studios, theaters, NGOs, and community centers.

EURO-3005-CZR, Czech History, Arts, and Civil Society II: Creativity in Context, 3 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

This seminar provides an emphasis on the nexus of contemporary politics and civic initiatives where the arts and creativity are key components for impelling social change. The seminar includes readings, lectures, and roundtable discussions on the evolution and defining characteristics of civil society in the Czech Republic today as well as visits to NGOs and festivals and discussions with former dissidents and activists engaged with topics such as youth support, alternative culture, human rights, or the integration of socially and ethnically marginalized groups. The class provides firsthand observation and analysis of the social legacy of communism and critical issues in Czech and post-socialist European society today.

ISPR-3000-CZR, Independent Study Project, 4 Credits

Fall 2022: Czech Republic: Arts and Social Change | Europe

The Independent Study Project is conducted in Prague or in another approved location appropriate to the project in the Czech Republic, Germany, or Slovakia. Projects may include a creative or artistic component in the visual and performing arts or creative writing. Sample topic areas: alternative theaters in the Czech regions; Czech cubist architecture and design; legacy of Czech underground music; Roma ethnic and cultural identity; sustainable development in North Bohemia; the former Sudetenland today; Slovak weaving traditions.

ENGR-3000-ICC, Climate Modeling and Carbon Management, 3 Credits

Fall 2022: Iceland: Climate Change and the Arctic | Europe

This seminar focuses on the analysis and use of climate models in understanding and projecting climate change in the future. Though climate models are based on quantitative data and physical principles and have been proven to reproduce climate projections, they are constantly subjected to more systematic evaluation for higher fidelity. Estimates based on climate variables such as temperature and cloud or cryospheric feedbacks provide high credibility for scientific climate change projections. Though a reliable model of metrics for climate projections is yet to be developed, interactive aerosols are now included in most climate models and substantial progress has been made in the areas of computational methods and the simulation of modes of climate variability. The seminar also addresses issues of gas emission, carbon containment, and management. The focus is on Iceland's innovative experiments with carbon storage and the development of renewable energies. The seminar relies on resources available through program partners including University Centre of the Westfjords, University of Akureyri, University of

Iceland, and the University of Lapland's Arctic Centre in Rovaniemi, Finland.

ENVI-3000-ICC, The Arctic: Changing Ecosystems and Resilience, 3 Credits

Fall 2022: Iceland: Climate Change and the Arctic | Europe

The Arctic, a region of major importance to the world, is changing rapidly. This seminar makes the effects of climate change in this unique part of the world a subject of discussion. It addresses the conditions of change in the Arctic, spanning ecological, social, and political-economic contexts. The seminar also considers community adaptation to the changing environment around them. Sessions will take place in different parts of Iceland in cooperation with program partners and working groups of the Arctic Council, as well as in Helsinki and Rovaniemi, Finland, at the University of Lapland's Arctic Centre. You will meet with experts on the topics of indigenous issues, Arctic governance and cooperation, environmental issues, and the changing Arctic economy.

ENVI-3500-ICC, Research Methods and Ethics in the Arctic, 4 Credits

Fall 2022: Iceland: Climate Change and the Arctic | Europe

In this seminar, students are introduced to recent research on climate change. Students become familiar with the methodologies employed in natural and social science research on climate change as well as in renewable energy and sustainability studies. Students select and analyze relevant issues surrounding climate change in the Arctic, including its impact on ecosystems

and human communities, in consultation with program faculty. Students will work independently or in small groups to research and identify an existing problem related to climate change in the Arctic and produce a research proposal for their Research Project in Arctic Climate Protection. This course gives students the opportunity to engage on a deeper level with the topics covered in the seminars and to develop their academic and research skills. Support is provided throughout the course by program faculty, particularly in aiding students in finding resources and Research Project in Arctic Climate Protection advisors in Iceland.

ISPR-3000-ICC, Research Project in Arctic Climate Protection, 6 Credits

Fall 2022: Iceland: Climate Change and the Arctic | Europe

The Research Project in Arctic Climate Protection should provide a design for the protection of Arctic climate through a renewable energy, behavioral practice, or a creative method/approach to track climate change in the Arctic. Students have the opportunity to work independently or in small groups on their projects. Another aim of the Research Project in Arctic Climate Protection is to build collaborative partnerships with local scientific and indigenous communities for the enhancement of innovative approaches to climate change.

ANTH-3500-NLR, Research Methods and Ethics, 3 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

This seminar introduces students to the conceptual and practical tools essential to forming constructive relationships with organizations and/or individuals from other cultures, particularly those required for completing an academic project in the cultural context of the Netherlands. The course enhances students' skills at building a network; initiating purposeful dialogue in the cultural context of the Netherlands; gathering, recording, and analyzing primary data; and writing an academic report. The course pays particular attention to the ethics of working, researching, and living as a cultural guest. The class situates these ethical issues specifically as they apply within the cultural context of the Netherlands and the program's critical global issue: identity and human resilience. The course prepares students for their independent study project, and also gives students the intellectual tools to move about the world, learning and growing in an ethical manner.

DUTC-1003-NLR, Dutch, 3 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

This course focuses on acquiring a working knowledge of the Dutch language related to sexuality and gender and to everyday life in the Netherlands. Students are almost always at the beginner's level and during the semester acquire a basic understanding of Dutch, a vocabulary that is related to the program's themes, and basic grammar. At the end of the course, most students are able to read news items and short articles in the Dutch language.

GEND-3000-NLR, Theory and Application of Feminist, LGBTQI, and Queer Studies, 3 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

Queer theory developed in the 1990s, mostly in the U.S., as an outgrowth of feminist and gender studies. Building on the work of the structuralists (particularly linguistic structuralism), the post-structuralist deconstructionists, and scholars from all fields, turned intellectual lenses onto understudied populations. It has grown from what was essentially the study of hetero- and homosexuality into a more far reaching theoretical expression of liminal spaces and what can be considered abnormal. This course, suitable for students who are new to queer and feminist theory, examines the crucial principles of queer theory, particularly as they play out in the Dutch and broader European context. We will engage with fundamental queer and feminist ideas, and explore how they relate to our city, our country, and our continent.

GEND-3005-NLR, Migration, Gender, and Sexuality, 3 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

The course examines gender and sexuality in the context of post-colonial and post-migration subjectivities in the Netherlands and around the globe. Integrating lectures, field visits to museums and grassroots organizations, readings, and reflection sessions, the course will focus on the international aspect of the overarching topic: migration, international issues, transnational encounters, postcolonial and postmigration afterlives. During a two-week excursion to Morocco, students study the interaction between Islam, gender relations, and sexuality in a predominantly Muslim country. The excursion and the lectures will allow students to draw a comparative understanding of how conceptions of gender and sexuality are constructed across cultures and

societies. This course particularly prepares students for their two-week excursion to Morocco.

GEND-3500-NLR, Advanced Theory and Application of Feminist, LGBTQI, and Queer Studies, 3 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

Queer theory developed in the 90s largely to analyze the gay community but has grown into something so much more. So much more, in fact, that it seems unmanageable. It is amorphous, its boundaries so fungible that they seem to disappear. Sometimes it gets desperately, vexingly hard to nail down what queer theory is. This course, suitable for students who have a solid grounding in queer theory, uses the lens of queer to explore these frustratingly elusive liminal edges of the field. We also explore some neighboring states, like trans, disability, and postcolonial studies in the Dutch/European context. We aim to understand not only the theoretical possibilities, but also the lived experience, of the populations under study.

ISPR-3000-NLR, Independent Study Project, 4 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

The last four weeks of the semester will be devoted solely to the ISP, during which time you will pursue original research on a topic you choose that is related to the program's theme. The ISP is most often conducted in Amsterdam, but another location is possible as long as it is relevant to the project. Sample topic areas: negotiating religion and homosexuality; interracial relationships in the Dutch postcolonial context; multicultural approaches

to sex education; black feminist activism in the Netherlands; Dutch-Moroccan women's conceptions of virginity; gay men and their experiences with HIV testing; vernacular expressions of women of color.

ITRN-3000-NLR, Internship and Seminar, 4 Credits

Fall 2022: Netherlands: International Perspectives on Sexuality and Gender | Europe

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO in the Netherlands. The aim of the internship is to enable students to gain valuable work experience and enhance their skills in an international work environment. Specifically, students will conduct an internship in the context of gender and sexuality issues in the Netherlands, and a focus will be on linking internship learning with the program's critical global issues of migration, identity, and resilience. The seminar includes regular reflection and assessment meetings with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience. Students complete a substantial academic paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Students also conduct an oral presentation of their internship experience and findings.

ENVI-3000-POR, Comparative Sustainable Bioeconomy and Energy Resources, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

This seminar takes Portugal and southern Spain as case studies for a critical reflection on the impact of bioeconomy and energy resources on economic growth and sustainability. The course builds on understanding frameworks of analysis for sustainability and a circular economy while allowing students to explore applications of these frameworks in practice. Portugal's sustainability approach maps directions for alternative options in renewable energy, the circular economy, sustainable tourism, and access to a sustainable urban environment. Portugal generates almost 60 percent of the country's electricity needs from renewable sources. Its approach to sustainable tourism has been hailed as a model for economic development, and Lisbon was awarded the title of European Green Capital for 2020. Spain is the second most-visited country in the world, the world's largest producer of olive oil, and is expected to achieve 100 percent renewable energy in electricity generation by 2030. Through field excursions, students compare sustainability and resource use issues including conservation projects, sustainable agriculture and tourism, resource management and environmental best practice in firms and public policies, the use of renewable energy sources, and impact on sustainable economic growth.

ENVI-3005-POR, Environmental Justice, Advocacy, and Urban Regeneration, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

In this seminar, environmental justice is used in a broad sense to refer to the distribution of and access to green spaces and green infrastructure, and the social relationships of production and power that shape fair and equitable access and distribution. Variables such as race, class, and location impact environmental in/justice and access to green spaces, forests, clean air, water,

health, and other resources. The 1976 Portuguese Constitution recognized the "right to a healthy and ecologically balanced living environment" and the "duty to defend it," But, only after the Framework Act on the Environment was passed in 1987 did environmental public policy become important to policymakers. Students will analyze the policies and politics underlying inequitable environmental policies and the resistance movements built to fight injustices in the areas of waste management, industry, energy, biodiversity, urban regeneration and territorial management. The focus is on the socioeconomic and health impacts of environmental injustice. During educational excursions, students will learn about major cases of environmental conflicts in Portugal and southern Spain. The seminar draws on theoretical and empirical frameworks from a plurality of disciplines including environmental studies, environmental science, urban planning, public health, cultural geography, social and environmental psychology and sociology to interrogate environmental policies and practices and examine their impacts on environmental degradation and the well-being of communities.

ENVI-3500-POR, Environmental Research Methods and Ethics, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

This seminar 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 Portugal. The main emphasis is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The seminar includes modules on sustainable research methods and qualitative and

quantitative research methods for ethical decision-making in environmental studies. The seminar uses lectures and field assignments to prepare students to undertake field study in strict observance of research procedures. 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.

EURO-3000-POR, Comparative Sustainable Bioeconomy and Energy Resources, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

This seminar provides a comparative approach to the analysis of sustainability and bioeconomic development in Southern Europe. The European Commission defines the bioeconomy as “the production of renewable biological resources and the conversion of these resources and waste streams into value added products, such as food, feed, bio-based products and bioenergy.” Portugal’s sustainability approach challenges the core principles of economic orthodoxy that is inherently unstable and crisis prone and maps directions for alternative designs in green policies, sustainable environmental tourism and use of natural resources, and access to a sustainable urban environment. Portugal generates almost 100% of the country’s needs in electricity consumption from renewable energy, its approach to sustainable and accessible tourism has been hailed as a model for economic development, and Lisbon has been awarded the title of the European Green Capital for 2020. Spain is the second most visited country in the world today (more than 75 million tourists), is the world’s largest producer of olive oil, and is expected to achieve 100% renewable energy in electricity generation by 2030. Through field visits and the excursion to

southern Spain, students compare different sustainability and issues in bioeconomics including conservation projects, sustainable agriculture production, resource management and environmental good practice, and innovative use of renewable energy and impact on sustainable economic growth. Students also analyze and learn from Spain’s approach to mass tourism and urban sustainability.

EURO-3005-POR, Environmental Justice, Advocacy, and Urban Regeneration, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

This seminar provides a comparative approach to the analysis of sustainability and bioeconomic development in Southern Europe. The European Commission defines the bioeconomy as “the production of renewable biological resources and the conversion of these resources and waste streams into value added products, such as food, feed, bio-based products and bioenergy.” Portugal’s sustainability approach challenges the core principles of economic orthodoxy that is inherently unstable and crisis prone and maps directions for alternative designs in green policies, sustainable environmental tourism and use of natural resources, and access to a sustainable urban environment. Portugal generates almost 100% of the country’s needs in electricity consumption from renewable energy, its approach to sustainable and accessible tourism has been hailed as a model for economic development, and Lisbon has been awarded the title of the European Green Capital for 2020. Spain is the second most visited country in the world today (more than 75 million tourists), is the world’s largest producer of olive oil, and is expected to achieve 100% renewable energy in electricity generation by 2030. Through field visits and the excursion to southern Spain, students compare different sustainability

and issues in bioeconomics including conservation projects, sustainable agriculture production, resource management and environmental good practice, and innovative use of renewable energy and impact on sustainable economic growth. Students also analyze and learn from Spain's approach to mass tourism and urban sustainability.

ISPR-3000-POR, Independent Study Project, 4 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

The Independent Study Project (ISP) is a self-designed research project offering students the opportunity to undertake a personally significant and independent investigation that highlights the regional and cultural reality that can only be encountered during a study abroad experience. The ISP is the academic component in which the student most directly applies the concepts, skills, tools, and techniques of experience-based learning articulated through the Environmental Research Methods and Ethics course and the thematic courses, while enabling students to further integrate their language skills and the contacts they have developed in the homestay and in the broader community. Each student will plan, develop, and independently undertake a research project, with the advice and guidance of the academic director and an ISP advisor — a local academic and/or sustainability or environmental professional. The topic of study may be anything of interest to the student, within the scope of the program and the immediate region, and is usually developed out of lectures, discussions, field visits, and educational excursions. The final project should provide material evidence of student capability in utilizing appropriate methodologies and in synthesizing experiences in the host culture. Students are expected to complete 120 hours of field-based (non-archival, non-library) research on their topic, submit a

substantial written paper, and deliver an accompanying oral presentation. It is not uncommon for ISPs to strongly contribute to the student's choice of subject for graduate studies or professional career.

PORT-1003-POR, Portuguese Introductory I, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

Emphasis on speaking, reading, and writing skills in Portuguese through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice in lectures and field visits.

PORT-1503-POR, Portuguese Introductory II, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

Emphasis on speaking, reading, and writing skills in Portuguese through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice in lectures and field visits.

PORT-2003-POR, Portuguese Intermediate, 3 Credits

Fall 2022: Portugal: Sustainability and Environmental Justice | Europe

Emphasis on speaking, reading, and writing skills in Portuguese through classroom and field instruction. Based on in-country evaluation, students are placed in

intensive beginning or intermediate classes, with further language practice in lectures and field visits.

ITRN-3000-HRV, Virtual Internship & Seminar, 4 Credits

Fall 2022: Serbia & Kosovo: Virtual Internship in Transitional Justice, Human Rights & Memory Activism | Europe

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, local think tanks, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ANTH-3500-HRR, Research Methods and Ethics, 3 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

The Research Methods seminar provides theoretical, conceptual, and practical tools for conducting field research in the Balkans. In particular, the course provides the means to identify and carry out an independent four-week, field-based research topic. Emphasis is placed on grappling with methodological and ethical challenges in learning and researching issues related to peace studies and conflict studies in this part of the world. The seminar prepares students to record, interpret, and analyze information from primary sources, developing students' awareness of cultural differences and their own positionality.

ISPR-3000-HRR, Independent Study Project, 4 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

The Independent Study Project is conducted in an approved location appropriate to the project in Serbia, Bosnia-Herzegovina, or Kosovo. Sample topic areas: feminist approaches to dealing with the past in post-Milosevic Serbia; Islam in Bosnia-Herzegovina; language, religion, and politics in the Republika Srpska; Muslim identity of Albanians in Kosovo; Roma narratives of continuous discrimination and perspectives on identity, marginalization, and assimilation in Serbia; the influence of displacement on the identities of Sarajevo's young returnees, LGBTQ activism in Serbia and Bosnia.

ITRN-3000-HRR, Internship and Seminar, 4 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

PEAC-3000-HRR, The Breakup of Yugoslavia and the Wars of the 1990s, 3 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

With the end of the Cold War and the fall of the Berlin Wall in 1989, changes in Europe raised hopes for social change and a better future. As Eastern Europe entered its post-communist transition to democracy and open markets, socialist Yugoslavia began descending toward its dissolution. The breakup of Yugoslavia and the escalation of violent conflicts and wars in the region was a process that lasted for a number of years. This course will provide students with the historical context and background to the breakup of Yugoslavia. It will introduce students to the first kingdom of Yugoslavs, followed by the creation of the Socialist Federalist Republic of Yugoslavia after World War II. The course will discuss the debates among scholars on the reasons for the breakup of the country and will introduce students to a framework for understanding the conflicts of the

1990s, the rise of ethno-nationalism, and the transition from socialism that overlapped with processes of war and conflict. The course will also introduce students to the theoretical frameworks in peace and conflict studies so they can study the breakup of Yugoslavia and the new successor states that were created following its dissolution.

PEAC-3005-HRR, Peace and Conflict Studies in Serbia, Bosnia-Herzegovina, and Kosovo, 3 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

After 1991, as Yugoslavia began to disintegrate, new states emerged alongside one another, each with its own new political structures, each facing a different set of challenges and realities. This course will focus on some of these changes and challenges in three of the successor states: Serbia, Bosnia-Herzegovina, and Kosovo. In each of these cases, the course will examine the transition in the 1990s as related to the wars followed by an analysis of the post-Yugoslav, post-war challenges and ongoing changes and current developments. Throughout each of the case studies, students will focus on the following three main lenses of investigation: conflict transformation and transitional justice, memory studies, and international intervention.

SERB-1003-HRR, Serbian I, 3 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in

beginning or intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

SERB-2003-HRR, Serbian II, 3 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

SERB-3003-HRR, Serbian III, 3 Credits

Fall 2022: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

ANTH-3500-SPR, Research Methods and Ethics, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

The Research Methods and Ethics (RME) seminar 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 Spain. The main emphasis is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The seminar includes lectures on qualitative and quantitative research methods in politics, human rights, and social movements. A module on comparative methods of research in social sciences, policy, and law prepares students for research on comparative politics, legal research, and comparative projects on policy analysis. The seminar uses lectures, readings, and field assignments to prepare students to undertake field study in the cultural context of Spain in strict observance of research procedures involving human subjects and the regulatory ethical norms defined by the Local Review Board (LRB) and SIT's Institutional Review Board (IRB). 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.

EURO-3000-SPR, Comparative Regional Autonomy and Independence Movements in Europe, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This seminar provides a comparative approach to the analysis and comprehension of national minorities, pro-independence movements, and the emerging new regionalism in the context of the European Union. The Basque, Catalanian, and Scottish cases provide excellent case studies for an understanding of the underlying dynamics between EU members and national minorities and ways in which ethnic and national cleavages shape European contemporary policy, legal, political systems, and societal dynamics. The seminar also describes and analyzes the impact of macroeconomic policies and

neoliberal austerity measures imposed by the EU on the Spanish, Catalan, and Scottish peoples and the effect that the latter have had pro-independence claims. Overall, the seminar provides a comparative overview of the different perspectives about the struggle for self-determination and pro-independence in Spain and Scotland.

EURO-3500-SPR, Policy, Law, and the Future of the Nation State in Europe, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

During this course, students develop an understanding of the historical roots and contemporary manifestations of ethnic and national cleavages in Spain and other European nations. Students learn about the European Union's institutional and political framework and its influence on the internal political and judicial systems of EU members. The course uses a multidimensional approach to explore and analyze from legal, policy, and human rights perspectives some of the main issues facing the contemporary European Union in the context of regional autonomies and independence movements. Using empirical examples from the Basque country, Catalonia, and Scotland, students assess, from a comparative perspective, the legal, institutional, and policy architecture developed by the European Union and EU's regulation and policy approach to sovereignty, citizenship, and the claim to statehood. The course also addresses the current state of human and cultural rights in the EU, and most concretely, in the Basque country and Catalonia, and assesses the future of the nation-state in the context of regional independence movements. The course includes lectures by academics, meetings with policy makers, and field visits to cultural and memory sites in the Basque Country and Catalonia.

ISPR-3000-SPR, Independent Study Project, 4 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

The Independent Study Project (ISP) is a self-designed research project offering students the opportunity to undertake a personally significant and independent investigation, which highlights the regional and cultural reality that can only be encountered during a study abroad experience. The ISP is the academic component in which the student most directly applies the concepts, skills, tools, and techniques of experience-based learning articulated through the Research Methods and Ethics course and the thematic courses, while enabling students to further integrate their language skills and the contacts they have developed in the homestay and in the broader community. Each student will plan, develop, and independently undertake a research project, with the advice and guidance of the academic director and an ISP Advisor—a local academic and/or health or humanitarian aid professional. The topic of study may be anything of interest to the student, within the scope of the program and the immediate region, and is usually developed out of lectures, discussions, field visits, and educational excursions. The final project should provide material evidence of student capability in utilizing appropriate methodologies and in synthesizing experiences in the host culture. Students are expected to complete 120 hours of field-based (non-archival, non-library) research on their topic, submit a substantial written paper, and deliver an accompanying oral presentation. It is not uncommon for ISPs to strongly contribute to the student's choice of subject for graduate studies or professional career.

POLI-3000-SPR, Comparative Regional Autonomy and Independence Movements in Europe, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This seminar provides a comparative approach to the analysis and comprehension of national minorities, pro-independence movements, and the emerging new regionalism in the context of the European Union. The Basque, Catalanian, and Scottish cases provide excellent case studies for an understanding of the underlying dynamics between EU members and national minorities and ways in which ethnic and national cleavages shape European contemporary policy, legal, political systems, and societal dynamics. The seminar also describes and analyzes the impact of macroeconomic policies and neoliberal austerity measures imposed by the EU on the Spanish, Catalan, and Scottish peoples and the effect that the latter have had pro-independence claims. Overall, the seminar provides a comparative overview of the different perspectives about the struggle for self-determination and pro-independence in Spain and Scotland.

POLI-3500-SPR, Policy, Law, and the Future of the Nation State in Europe, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

During this course, students develop an understanding of the historical roots and contemporary manifestations of ethnic and national cleavages in Spain and other European nations. Students learn about the European Union's institutional and political framework and its influence on the internal political and judicial systems of EU members. The course uses a multidimensional approach to explore and analyze from legal, policy, and

human rights perspectives some of the main issues facing the contemporary European Union in the context of regional autonomies and independence movements. Using empirical examples from the Basque country, Catalonia, and Scotland, students assess, from a comparative perspective, the legal, institutional, and policy architecture developed by the European Union and EU's regulation and policy approach to sovereignty, citizenship, and the claim to statehood. The course also addresses the current state of human and cultural rights in the EU, and most concretely, in the Basque country and Catalonia, and assesses the future of the nation-state in the context of regional independence movements. The course includes lectures by academics, meetings with policy makers, and field visits to cultural and memory sites in the Basque Country and Catalonia.

SPAN-1003-SPR, Beginning Spanish I, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of

critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

SPAN-1503-SPR, Beginning Spanish II, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the

International Spanish Center, University of Deusto, SIT's partner in Bilbao.

SPAN-2003-SPR, Intermediate Spanish, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

SPAN-2503-SPR, Spanish for Policy and Legal Studies: Intermediate High, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

SPAN-3003-SPR, Spanish for Policy and Legal Studies: Advanced, 3 Credits

Fall 2022: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom

instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

ETHC-3500-SZF, Research Methods and Ethics of Banking and Finance, 3 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

This seminar covers the financial code of ethics and addresses sustainable financing, socially responsible investment (SRI) issues, ethical banking, legal and practical aspects of integrating environment, social justice, and corporate governance (ESG) issues to institutional investment. The seminar gives a detailed overview of major institutional actors in European and global networks in the field of banking and sustainable financing and the legal tools in the fight against tax

avoidance and money laundering. This course is highly practice oriented, with field visits and briefings at companies, organizations, or NGOs. Lecturers are drawn from academic institutions, nongovernmental organizations, government agencies, and research centers, and are experts in their fields.

FREN-1003-SZF, Beginning French I, 3 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

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

FREN-2003-SZF, Intermediate French I, 3 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

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

FREN-3003-SZF, Advanced French I, 3 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

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

IBUS-3000-SZF, Alternative Financial Systems and Intermediation, 4 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

Banking institutions thrive on financial intermediation, the process through which banks take funds from a depositor at a low rate of interest and lend them to a borrower at a higher rate of interest. However, recent successive crises in the international financial system have drawn attention to the important role played by financial intermediaries. Alternative financial intermediation systems are defined as non-market (stock or bond) and non-modern banking sources, including external financial channels that make it possible for an individual or a small enterprise to access credit that would not otherwise be available to them through conventional banking systems. Alternative financial channels are proving to be equally important funding sources in both developing and developed countries. This seminar aims to explore alternative forms and practices of financial intermediation (formal and informal) and their role in the empowerment of individuals and groups that are usually not serviced by conventional banking channels and institutions. Modules include solidarity economies and intermediation, local and complementary

currencies, microfinance and social entrepreneurship, blockchain and crypto currencies, and Islamic banking.

ISPR-3000-SZF, Independent Study Project in Finance, 6 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

For the Independent Study Project in Finance (ISPF), students will do six-week fieldwork and design a project that carries an innovative proposition to address banking or finance issues from a social responsibility perspective. Projects may include proposals for a sustainable business, regulatory mechanisms for financial control and ethical account reporting, or promotion of local and alternative currencies. Regular reflection and assessment meetings are held with the academic director and academic advisor to review the progress of the ISPF.

ITRN-3000-SZF, Internship and Seminar in Finance, 6 Credits

Fall 2022: Switzerland: Banking, Finance, and Social Responsibility | Europe

This seminar consists of a six-week internship with a sustainable development company, impact investment institution, start-up enterprise, intergovernmental organization, or Swiss or international NGO. Students do an internship and submit a seminar paper in which they process their learning experience and design a socially responsible solution to a problem observed during their internship. The aim of an internship is to enable the student to gain valuable professional experience within the Swiss or international financial environment. The institution and internship activities must be approved by

the program's academic director. Regular reflection and assessment meetings are held with the academic director and academic advisor to review the progress of the internship.

ANTH-3500-SZH, Research Methods and Ethics, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

The Research Methods and Ethics seminar provides the theoretical, conceptual, and practical tools for conducting field research in Switzerland and Morocco. The course also includes several field studies, which gives students the chance to apply concepts learned in class. The course helps students to learn about and adapt to different cultures and environments. Emphasis is placed on grappling with cultural differences, as well as on identifying cultural similarities. The course focuses on strengthening interactive research skills and methods, such as exploring cultural and professional environments; conducting background research; developing contacts and finding resources; developing skills in observation and interviewing; applying field study ethics; gathering and organizing data; and maintaining a fieldwork journal. The ethical implications and consequences of observations, interviews, and fieldwork journal assignments are examined and discussed throughout. The concepts and skills developed in the seminar underlie and reinforce all other program requirements and link directly to the Independent Study Project.

FREN-1003-SZH, Intermediate French I, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

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

FREN-1503-SZH, Intermediate French II, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

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

FREN-2003-SZH, Intermediate French I, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

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

FREN-2503-SZH, Intermediate French II, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

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

FREN-3003-SZH, Advanced French I, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

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

IPBH-3000-SZH, Perspectives on Global Health, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

This course explores the main components and current issues of public health in an international context, drawing on knowledge and point of views from multiple disciplines including social and medical sciences. The course examines current issues impacting global public health in populations affected by humanitarian crises, such as natural disasters or conflicts. The course also studies critical aspects of development, such as access to clean water, sanitation, and healthy nutrition, through a human rights approach to health.

IPBH-3500-SZH, Development Policy and Health, 3 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

This course explores how public health and development are interrelated and reviews contemporary public health issues, focusing on selected current priorities in global health. It explores how development impacts international and local health policy as well as the effects of such policies on local realities as they relate to the health sector in the developing world. The course reviews the major determinants of health issues in developing countries, the corresponding response and the roles international development as well as non-governmental agencies play in public health. It also analyzes the rationale for improving global health and the relevant modes of intervention by exploring a number of current and emergent topics including health in migrant populations, reproductive health, and mental health. The course is interrelated with the program's other courses to ensure a dynamic and holistic approach to global health and development.

ISPR-3000-SZH, Independent Study Project, 4 Credits

Fall 2022: Switzerland: Global Health and Development Policy | Europe

Conducted in Geneva, Nyon or another approved location appropriate to the project. Sample topic areas: development and health in complex emergencies; the health sector in humanitarian relief; international human rights to health; mental health in developing countries; migration and health; international, national, and regional response to epidemics and pandemics; water and health; the paradox of malnutrition; public health and food security in least developed countries.

ANTH-3500-SZG, Research Methods and Ethics, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

The Research Methods and Ethics seminar provides the theoretical, conceptual, and practical tools for conducting field research in a new cultural environment. The main emphasis of the seminar is on the development of interactive research skills involving the collection of primary data. The theoretical part of the seminar includes lectures on qualitative methods of research in social sciences and, in particular, international relations, interactive research techniques, and the development of a research proposal. The seminar also includes a number of practical exercises such as organizing and conducting interviews with experts in Switzerland, France, and Belgium; development of a research proposal; preparation of an application for review of research involving human subjects; a local case study; and the integration of interviews into a research project. The ethical implications of field research are examined throughout. The seminar helps develop the skills necessary to navigate both the local and international environments of Switzerland. Students undertake a number of field visits to learn the specificities of local and international culture and institutions. The overall aim is to enable students to master experience-based learning processes and prepare them for the development of an Independent Study Project (ISP), which is largely based on data gathered from primary sources.

FREN-1003-SZG, Beginning French I, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-1503-SZG, Beginning French II, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-2003-SZG, Intermediate French I, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-2503-SZG, Intermediate French II, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes

based on in-country evaluation, including oral proficiency testing.

FREN-3003-SZG, Advanced French I, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

INTS-3000-SZG, International Relations and Multilateral Diplomacy, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

INTS-3005-SZG, International Security, Peace, and Stability, 3 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

This seminar provides a thorough background in international security studies. The multidimensional security approach takes into account politico-military security, human security, and the links between international stability and sound economic and sustainable development. It not only addresses national security strategies but also the roles of intergovernmental and regional organizations in helping to prevent and manage conflict and build peace. The seminar also addresses environmental security.

ISPR-3000-SZG, Independent Study Project, 4 Credits

Fall 2022: Switzerland: International Studies and Multilateral Diplomacy | Europe

The Independent Study Project (ISP) is conducted in Geneva over four weeks near the end of the semester. Students pursue original research on a topic of interest to them. The ISP offers students a unique, interactive research opportunity in their field of interest in international studies. In most cases, topics of ISPs grow out of lectures, briefings, and discussions from the International Security, Peace, and Stability seminar and the International Relations and Multilateral Diplomacy seminar. Students directly apply the concepts of experience-based learning and interactive research skills learned in the Research Methods and Ethics seminar. The ISP provides students with practical experience for academic and professional development. Students can interview leading experts in fields related to their research project and can create a solid professional

network and form a concrete base for future academic and professional career choices.

ANTH-3500-CTC, Culture and Society of World Cities, 4 Credits

Fall 2022: IHP Cities in the 21st Century: People, Planning & Politics | IHP-Comparative

This course examines the many ways 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, of community, or of urban identity? In addressing these questions, we will explore the core concepts and conceptual frameworks that anthropologists and sociologists use to understand lived experience in cities. Our study of social and cultural urban processes emphasizes the relationship of space to identity and power. The course examines aspects of identity, including race and ethnicity, gender, class, family, and citizenship. In each city, we will grapple with conflicts, struggles, and celebrations that are embedded in and emerge from specific historical, socio-economic, and political contexts. We will examine cities as physical and imagined spaces, exploring how spatial and social life are mutually shaped, and how the meanings of cities are multiple and contested by different groups and actors with often incompatible agendas.

DVST-3500-CTC, Urban Politics and Development, 4 Credits

**Fall 2022: IHP Cities in the 21st Century: People,
Planning & Politics | IHP-Comparative**

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. This course examines a variety of structural elements and processes, including relationships between municipal and regional institutions, privatization, community development, economic growth, industrial restructuring, informal economy, and poverty and income distribution. We will pay particular attention to these guiding questions: What economic, social, and political factors (local, national, and international) shape the development/organization of cities? Who exercises power in cities and what are their sources of power? Whose voices are considered relevant in the discussion of what the city could be? In the Urban Politics and Development course, we will explore how and why urban development is a tension filled, conflictual process that occurs at multiple scales.

URST-3000-CTC, Contemporary Urban Issues, 4 Credits

**Fall 2022: IHP Cities in the 21st Century: People,
Planning & Politics | IHP-Comparative**

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 in students the ability to make meaningful comparisons, particularly concerning configurations of political, economic, and social power as they are manifested in urban space. Using these tools,

students have an opportunity to pursue individual comparative research on topics of their own choosing. The course emphasizes the multi-disciplinary analysis of issues and integrates the experience-based learning of the semester.

**URST-3500-CTC, Urban Planning and Sustainable
Environments, 4 Credits**

**Fall 2022: IHP Cities in the 21st Century: People,
Planning & Politics | IHP-Comparative**

Within cities we find key challenges to long-term social, economic, and environmental sustainability; processes of exclusion and deepened inequalities are occurring at such a scale that new geographies of power and injustice arise. In this context, planning and socio-spatial practices have become key instruments to understanding and intervening in complex realities that require both physical and social comprehension. This course introduces key concepts about the history, theory, and practice of urban planning and sustainability. It emphasizes how the physical elements of cities are related to and interact with the social, cultural, economic, and political aspects of cities.

**ANTH-3500-CCC, Fieldwork Ethics and Comparative
Research Methods, 4 Credits**

**Fall 2022: IHP Climate Change: The Politics of Land,
Water & Energy Justice | IHP-Comparative**

This course enables students to understand and benefit from field-based learning processes. It provides students with skills related to gathering, analyzing, and interpreting information from a range of sources, maximizing the knowledge provided by local contexts.

The course intends to assist students in assessing their own cultural assumptions and in understanding people from different cultures. Students are familiarized with the World Learning/SIT Human Subjects Review Policy. The seminar provides a framework for a qualitative research project involving data collection and comparative analysis to be undertaken in each of the countries visited.

ECON-3010-CCC, Political Economy and Environmental Change since 1492, 4 Credits

Fall 2022: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

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

ENVI-3010-CCC, The Science and Policy of Climate Change, 4 Credits

Fall 2022: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

This course unpacks the basic science of the climate system by examining the state-of-the-art science collated by the Intergovernmental Panel on Climate Change (IPCC) and through regular engagement with scientists and researchers. The course also aims to critically engage with the science/policy interface. Students examine local, regional, and national mitigation and adaptation strategies as a matter of social policy, and learn about environmental governance mechanisms at local and regional levels, national climate policy frameworks, and global climate change negotiations. They also learn to analyze the multiple discourses on climate change that circulate in national and global policy circuits.

SDIS-3070-CCC, Comparative Issues in Food, Water, and Energy, 4 Credits

Fall 2022: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

This course looks at land, agriculture, water, and energy systems, and the attendant resources upon which these sectors depend. Students visit farms, fishing communities, powerplants, water management sites, and more while examining the political ecology of natural resource sectors using case studies and place-based analysis. Excursions and fieldwork will complement detailed studies of these resource sectors to experience, observe, and understand more concretely the multi-scalar impacts of regional and global forces on the landscapes, communities and economies of Morocco and Peru.

ANTH-3010-RFS, People, Identity, and Food, 4 Credits

Fall 2022: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course will help you to understand how access to food, eating habits, choices, and the pleasures and processes of food consumption often reveal distinctions of age, gender, status, class, occupation, ethnicity, and religion—within and among cultures. Explore the role food plays in people’s lives, including and in addition to nutrition, and how urbanization and globalization are changing relationships between people, their environments, production and distribution chains, and therefore relationships with food itself. Identify how development, food demand, and distribution systems shape each other, and learn about how access to food, along with strategies for health and nutrition, are culturally determined.

ECON-3010-RFS, Getting from Field to Fork, 4 Credits

Fall 2022: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course examines the most effective economic development strategies for increasing food security among the most vulnerable food producers and consumers, how to increase efficiencies and reduce waste in existing processing and distribution chains to ensure more equitable access, and how to develop sustainable food systems for rapidly growing urban populations. Explore how international trade and regulatory frameworks affect food production and distribution chains, analyzing how these frameworks can contribute to global food security, as well as how income inequality—at local, national and global scales—affect nutrition and health, and what strategies can be most effective in reducing disparities. This course allows you to investigate the role migration plays in food production and consumption in diverse communities, and how access to information (including digital technology) can improve efficiency of both food production and distribution systems.

ENVI-3010-RFS, Agriculture, Ecology, and Sustainable Futures, 4 Credits

Fall 2022: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course analyzes how to reach food security objectives while taking into account local and global environmental imperatives and realities. Explore the prospects of currently prevailing agricultural models and what solutions they offer, as well as alternative models—including ecologically integrated methods and scales. There is emphasis on what roles science, technology, and innovation will play in creating a more food secure world, and how global climate change affects and will continue to affect local environments—creating new threats, weaknesses, and opportunities for shifting priorities. Look into possible systems and tools to empower local food producers to promote productivity and ecological health, and examine how urban agriculture and other innovations can contribute to local food security in our rapidly urbanizing world.

POLI-3010-RFS, Politics, Ethics, and Food Security, 4 Credits

Fall 2022: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course explores questions related to land rights, income distribution and inequality, food distribution systems, government regulation, the role of international organizations, and policy crafting as they relate to food and food security. More specifically, learn how to define food security at local, national and global scales, and how different conceptions determine varied approaches. You will also discuss how land rights and livelihoods can be

balanced with rising global pressures around food security, and how income distribution and inequality affect hunger, food production, and development. The course deeply examines how governments, NGOs, research institutes, and UN bodies, among others, can help develop global solutions to ensure food accessibility for urban and rural communities. These complex topics will help you build a rich understanding of food security issues in an increasingly globalized and urbanized world.

ANTH-3050-HCA, Health, Culture, and Community, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

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

IPBH-3500-HCA, Globalization and Health, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

Nations at all levels of development vary in their commitment and capacity to define healthcare as a human right and provide healthcare to their citizens equitably. Some have created systems to provide basic healthcare, yet struggle with other factors that influence health, while others position healthcare as an economic commodity subject to market forces. This course provides a framework for comparing the organization and financing of health systems and health policy-making across the countries visited. It examines the political economy of health, with special attention to the impact of international governance, economic, and trade policies. Students gain skills in critical thinking, policy analysis, and debate, supported by research, observation, and exposure to varied perspectives among in-country experts.

IPBH-3505-HCA, Public Health: From Biology to Policy, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

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

IPBH-3510-HCA, Community Health Research Methods, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

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

ANTH-3050-HCD, Health, Culture, and Community, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

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

encouraged to support their comparative understanding with an exploration of their own assumptions and practices related to identity, health, and healing.

IPBH-3500-HCD, Globalization and Health, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

Nations at all levels of development vary in their commitment and capacity to define healthcare as a human right and provide healthcare to their citizens equitably. Some have created systems to provide basic healthcare, yet struggle with other factors that influence health, while others position healthcare as an economic commodity subject to market forces. This course provides a framework for comparing the organization and financing of health systems and health policy-making across the countries visited. It examines the political economy of health, with special attention to the impact of international governance, economic, and trade policies. Students gain skills in critical thinking, policy analysis, and debate, supported by research, observation, and exposure to varied perspectives among in-country experts.

IPBH-3505-HCD, Public Health: From Biology to Policy, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

This course begins with an overview of global and national health trends in the context of demographic shifts and development. In each country visited, a significant health condition is addressed: What are the biological mechanisms of disease? How is disease

distributed in the country's populations? What public health interventions are supported by empirical evidence? In light of social, cultural, economic, and political conditions, how can such evidence be applied in the local context? Specific considerations studied range from infectious to "lifestyle" and chronic illnesses, e.g., diarrheal diseases of early childhood, adult mental health, cervical cancer, HIV/AIDS, and tuberculosis.

IPBH-3510-HCD, Community Health Research Methods, 4 Credits

Fall 2022: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

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

ANTH-3500-HRC, Fieldwork Ethics and Comparative Research Methods, 4 Credits

Fall 2022: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

Research is a central tool in human rights praxis. Documenting and reflecting on violence, resistance, and imagination, it can support — if not drive — humanizing movements and transnational solidarity, unashamedly joining in projects of social justice. At the same time, it carries a dehumanizing potential. Research was and is also a central tool in imperialist projects; dividing the world into subjects and objects, into those who Know and those who are Known. This course holds both the humanizing and dehumanizing potentials of research in tension as it guides students through the theoretical, conceptual, and practical process for gathering, analyzing, and understanding their own primary research. The course is the foundation for a cumulative study project involving research in all three countries and culminating in a paper and presentation at the end of the semester.

HMRT-3000-HRC, Foundations and Frameworks of Human Rights, 4 Credits

Fall 2022: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

Taking the Universal Declaration of Human Rights (UDHR) and related international covenants as a point of departure, this course interrogates how civil, political, social, and economic rights are constructed, co-opted, and contested and how human rights are advanced and denied in the context of global politics and economics, the UN system, and international law. In doing so, the course foregrounds the praxis of global human rights regimes, critically examining disconnects between human rights in theory and practice as well as instances when human rights doctrine tangibly abets social change. Thematically, the course begins by critically analyzing the historical context that gave rise to the "Human Rights" establishment; history of the UN, creation of the UDHR, the splitting of the Covenants, and the development of

concurrent human rights treaties and instruments. Next, the course examines the ways in which these international human rights doctrines map to the local contexts of Nepal and Jordan as expressed through contemporary human rights struggles in each site. This embeddedness, in the localized experiences of human rights praxis in three different locales, affords fertile opportunity for comparative analysis illuminating the tensions, opportunities, hypocrisies, limitations, and attainments of international human rights norms and instruments. This course is grounded in the local specificities of human rights in practice for each site.

HMRT-3500-HRC, Comparative Issues in Human Rights, 4 Credits

Fall 2022: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

Drawing from interdisciplinary lenses such as cultural and ethnic studies, gender and sexuality studies, and postcolonial scholarship, this course offers analytical tools to study the nature of oppression and dehumanization and the possibilities for human rights to shape humanizing alternatives. Through selected readings and focused discussions, this course critically considers how historical processes such as colonialism, development, globalization, and neoliberalism shape contemporary human rights governance and resistance. This course forefronts questions of power that underlie human rights practices, challenging students to situate themselves in relationship to global social inequalities. Through the course, students are encouraged to reflect on ways they can exercise individual and group agency to interrupt social inequities in the world around them.

SDIS-3320-HRC, The Role of Civil Society: Grassroots Movements and NGOs, 4 Credits

Fall 2022: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

The latter half of the twentieth-century gave rise to a large and diverse sector of civil society organizations working at multiple scales, utilizing a variety of approaches to achieve human rights-based change. Though the aims, intentions, and impact of these organizations is contested, the constellation of actors working toward human rights under the umbrella of civil society has become a defining feature of contemporary human rights practice. This course is designed to provide students with an understanding of the diverse configurations of these civil society organizations: NGOs, legal advocacy organizations, grassroots community-based organizations, social movement networks, etc., as well as familiarity with the differing strategies of change they employ. The course is tied together under the cross-cutting theme of struggles for women's rights and gender justice. This course is taught by local faculty, each of whom are directly involved in struggles for gender equity through their work with civil society organizations. Course faculty draw from their experiences as advocates, grassroots organizers, and lawyers, utilizing different strategies of resistance to effect change. By experiencing firsthand a broad spectrum of civil society organizations within the sphere of women's rights, students are challenged to come to their own conclusions on how to bridge the gap between human rights rhetoric and reality.

ENVI-3000-ARE, Socio-Ecological Dynamics and Conservation in Southern Patagonia and Antarctica, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

This course focuses on the relationships of humankind with their environment and natural resources in Southern Patagonia and Antarctica. Based in the southern most city of the world, Ushuaia, Tierra del Fuego, students learn about the physical, biological, and ecological characteristics of this region. The course challenges students to understand human beings as part of the ecosystem and the subsequent socio-ecological dynamics and to problematize different perspectives on resources from indigenous perspectives to those of missionaries and early explorers to the region. Students are exposed to the ecological and conservation issues associated with the use of marine resources in both artisanal and industrial contexts in Patagonia, learn of the complex nature of resource use and management in Tierra del Fuego, and examine community perspectives on climate change. In this course students learn about conservation of the marine ecosystem and examine environmental policies and current environmental education efforts in the region in order to gain a better understanding of what is required for effective environmental stewardship in Patagonia, Antarctica, and the world. Coursework is conducted in Spanish, and some subjects may be introduced in English.

ENVI-3005-ARE, Climate Change and Marine Biology in Southern Patagonia and Antarctica, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

This course focuses on the various ways in which Southern Patagonia and Antarctica's biodiversity, more specifically their marine biology, are impacted by climate change. In this course, students examine the natural and dynamic components of the Beagle Channel, the

Southern Ocean, and Antarctica and studies the coastal and marine biology of the region. The course includes site visits to a range of ecological sites chosen to represent Southern Patagonia and Antarctica's exceptionally unique biodiversity. Through the lens of climate change, students are exposed to how the region's biodiversity reflects geological, evolutionary, and biogeographical events to achieve greater understanding of the impact of climate change and other environmental dynamics. Coursework is conducted in Spanish with some subjects introduced in English.

ENVI-3500-ARE, Environmental Research Methods and Ethics, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

The Environmental Research Methods and Ethics course is an introduction to field research and research methods in climate change, ecology, and conservation. The course prepares students to study and practice research effectively in a nontraditional and cross-cultural environment. Course content emphasizes understanding the human environment context as fundamental to knowing ecosystems, climate change, and people through fieldwork. The course introduces both ecological and anthropological field study techniques through the integration of field observation, activities, and interviews. Students gain familiarity with record keeping, scientific analysis, interpretation, and presentation based on primary sources. Through excursions and field assignments, the course introduces and critically employs scientific and social scientific methods appropriate to the program theme and for feasible and ethical research.

ISPR-3000-ARE, Independent Study Project, 4 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

The Independent Study Project (ISP) offers students the opportunity to undertake significant, specific, and individualized independent field study in which they most directly apply the concepts and skills of experience-based learning articulated and learned in all program components, including homestay, language study, educational excursions, and the courses on Environmental Research Methods and Ethics, climate change, ecology, and conservation. Although the last four weeks of the program are set aside for the major effort on the ISP, considerable planning and preparation begins shortly after orientation week. The Environmental Research Methods and Ethics sessions on concepts and rationale, methods and techniques, and evaluation of field study are designed to facilitate the student's engagement with independent study on a specific aspect that pertains to the student's academic interests or personal inclination. The actual fieldwork for the ISP begins with the ISP preparation sessions and individual conferences to identify appropriate contacts and resources.

ITRN-3000-ARE, Internship and Seminar, 4 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

This course consists of a seminar and four weeks of an internship with a local community organization, research organization, business, or international NGO. The aim of an internship is to enable students to gain valuable professional experience and enhance their skills in an international environment. If you choose the internship option, you will complete work assigned to you by the organization and investigate crucial and diverse problems the organization faces and work to find solutions to

them. Each institution will allocate a mentor who will guide your work so that your internship is relevant to the mission and vision of the organization and to the context and needs of the country.

SPAN-2003-ARE, Spanish for the Natural Sciences I, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

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

SPAN-2503-ARE, Spanish for the Natural Sciences II, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss environmental and conservation issues, to conduct field research, and to interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency testing, students are placed in

classes according to their language level and receive further language practice in the homestays and on field visits.

SPAN-3003-ARE, Spanish for the Natural Sciences III, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

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

SPAN-3503-ARE, Spanish for the Natural Sciences IV, 3 Credits

Fall 2022: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

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

further language practice in the homestays and on field visits.

IPBH-3000-ARH, Epidemiology and Social Determinants of Health, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

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

IPBH-3005-ARH, Health Systems, Policies and Programs, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

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

IPBH-3500-ARH, Public Health Research Methods and Ethics, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

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

ISPR-3000-ARH, Independent Study Project, 4 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: health problems associated with urban lifestyles, grassroots advocacy and healthcare services; AIDS policy and care; public health consequences of environmental contamination; gender

and reproductive rights; challenges to achieving the UN Millennium Development Goals in Argentina; healthcare access among immigrant populations.

ITRN-3000-ARH, Internship and Seminar, 4 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

This seminar consists of a four-week internship working with a local social organization, health services and research institutions in the City of Buenos Aires, Buenos Aires province, Tucumán or Mendoza. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a project or activity that address a need identified by the organization. An internship advisor/mentor appropriate to the organization/institution is also selected. Mentors are usually host country research professionals. During the internship, students will have the opportunity to participate in two workshops to share and reflect on their experience in the field and discuss their work progress. In conducting their internship students directly utilize the concepts and skills of field-based learning. The internship will be conducted in Spanish.

SPAN-2003-ARH, Spanish for the Health Sciences I, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

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

SPAN-2503-ARH, Spanish for the Health Sciences II, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

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

SPAN-3003-ARH, Spanish for the Health Sciences III, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional health science

literature as they learn the formal terms and local expressions needed to discuss health policy issues, to conduct field research, and to interact in settings (such as clinics, community associations, and government offices) related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-3503-ARH, Spanish for the Health Sciences IV, 3 Credits

Fall 2022: Argentina: Public Health in Urban Environments | Latin America

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

ANTH-3500-ARR, Research Methods and Ethics, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to human rights and other program themes and

are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to the program themes. All coursework is conducted in Spanish.

ISPR-3000-ARR, Independent Study Project, 4 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

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

ITRN-3000-ARR, Internship and Seminar, 4 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

This seminar consists of a four-week internship with a local community organization, research organization, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible

solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme. The internship course includes a module designed to help students build a foundation on which to engage in the internship experience.

LACB-3000-ARR, Social Movement and Human Rights in Argentina, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

This seminar introduces students to social movements and human rights issues in Argentina, focusing on the quest for social change in this country and Latin America. Students analyze the roles played by NGOs and other organizations, as well as by broader social movements, in Argentina's struggle to attain and uphold human rights for its diverse citizens. The seminar includes both theoretical and experiential components, and students learn to draw connections from concepts to case studies and actual issues. Some of the main concepts studied in this seminar include: decolonizing, territory, social economy, and popular education. This class is taught primarily in Buenos Aires but also in Salta, Jujuy, and Santa Fe. All coursework is conducted in Spanish.

LACB-3005-ARR, History and Human Rights in Argentina, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

This course introduces students to Argentina's long struggle to guarantee its diverse populations' human rights, defined broadly to include civil and political rights,

and economic, social and cultural rights, as well as the so-called “solidarity rights.” Students examine the history of Argentina to facilitate the contextualization of the struggle for human rights that have taken place in the country during the past few years. They then examine the present international system of human rights protection and the use of legislation as a tool for social transformation, as human rights issues are continually redefined in Argentina. Students are expected to be familiar with the contents of special protection rights, such as the rights of women, immigrants and indigenous people, the right to communication, the right to the city, and environmental rights. They also discuss topics that endanger respect for human rights including discrimination, racism, and state violence. This class is taught primarily in Buenos Aires but also in Patagonia. All coursework is conducted in Spanish.

SPAN-2003-ARR, Spanish for Social Sciences I, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

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

SPAN-2503-ARR, Spanish for Social Sciences II, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

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

SPAN-3003-ARR, Spanish for Social Sciences III, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

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

SPAN-3503-ARR, Spanish for Social Sciences IV, 3 Credits

Fall 2022: Argentina: Social Movements and Human Rights | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn the terms and expressions needed to discuss human rights and social movement issues, to conduct field research, and to interact in settings related to the program themes. Students are

placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

ANTH-3500-ARD, Research Methods and Ethics, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

This research methods course is designed to prepare students to organize and conduct an Independent Study Project or internship. Students study and practice basic social science methods through lectures, readings, and field activities, with a special focus on qualitative methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to the program themes. All coursework is conducted in Spanish, with occasional readings in English.

ISPR-3000-ARD, Independent Study Project, 4 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

and culminates in a final presentation and formal research paper. One of the many advantages of this program is the wide range of themes that can be explored through the region. Sample topic areas: bilateral government-owned development projects; immigration policy changes; development of corporate social responsibility; women's political participation; changes in political participation; sustainability of agricultural export production; challenges of indigenous communities; environmental issues in the region; women's agenda; political party strategies; implementation of agro-ecological and organic models for production; comparative policies between countries of the Southern Cone; implementation of fair trade policies.

ITRN-3000-ARD, Internship and Seminar, 4 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

This seminar consists of a four-week internship with an additional week for preparation and reflection. The internship will be carried out in Argentina or Paraguay with a local community organization, research organization, or international NGO. The organization will focus on the following topics: economic and human development; gender and development; human rights and development; migration and transnational issues; regional integration. The aim of the internship is to enable the student to gain valuable work experience and enhance their skills in an international work environment. Students will complete the internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a project proposal to produce social change with a corresponding funding strategy. The internship will be conducted in Spanish.

LACB-3000-ARD, Transnationalism and Regional Processes in the Southern Cone, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

This course provides students with a general overview of regional integration processes in Latin America by looking at some of its core institutions, including MERCOSUR (Mercado Común del Sur) and UNASUR (Union of South American Nations), and examining them from the point of view of four countries of the Southern Cone. The course takes both an economic and international relations perspective, paying special attention to current transformations and development processes within southern countries and their implications for regional integration. This course also explores the way in which transnational social movements agendas sharpen national and transnational politics and uses Uruguay and Brazil as major comparative studies to examine such issues as public policies around Afrodescendent populations' rights, and farmers' struggle for land. Transnational studies have consolidated themselves across the social sciences in an attempt to provide an analytical framework through which to look at processes beyond the nation state and in order to understand regional processes, migration, development models, inequality, and the construction of citizenship in its various dimensions. Analysis of topics can be as varied as the formation of global commodity and care chains, political practices and struggles for citizenship followed by transmigrants, or transnationalization of social and environmental protests. The course examines different conceptions of governance, redefinitions of the role of the nation state, the restructuring of the economy (including economic inequalities), and different strategies through which social mobilization operates. This course is carried out in five different locations: Buenos Aires; Rio de Janeiro,

Brazil; Porto Alegre (spring semester) or São Paulo, Brazil (fall semester); and Colonia and Montevideo, Uruguay. All coursework is conducted in Spanish with occasional readings in English.

LACB-3005-ARD, Development and Social Change, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

SPAN-2003-ARD, Spanish for Social Sciences and Development I, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn both formal terms and local expressions needed to discuss development issues, to conduct field research, and to interact in settings (such

as nongovernmental organizations and grassroots associations) related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-2503-ARD, Spanish for Social Sciences and Development II, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

SPAN-3003-ARD, Spanish for Social Sciences and Development III, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

This course allows students to hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science literature as they learn both formal terms and local expressions needed to discuss development issues, to conduct field research, and to interact in settings (such as nongovernmental organizations and grassroots associations) related to the program themes. Students

are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-3503-ARD, Spanish for Social Sciences and Development IV, 3 Credits

Fall 2022: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

ANTH-3500-CIK, Research Methods and Ethics, 4 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice basic social science and educational research methods. They examine the ethical issues surrounding field research related to working with schools, children, and marginalized groups, and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid

proposal for an Independent Study Project or internship related to the program themes. All coursework is conducted in Spanish.

ISPR-3000-CIK, Independent Study Project, 4 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

Conducted in Santiago, Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well.

ITRN-3000-CIK, Internship and Seminar, 4 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

This seminar consists of a four-week internship in Buenos Aires, Argentina, or Chile with a local community or social organization, school, university, union, or federation of students or teachers, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the

organization. The internship will be conducted in Spanish.

LACB-3000-CIK, Education Quality and Equity: Tensions and Proposals, 3 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

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

LACB-3005-CIK, Bilingual Intercultural Education and Popular Education, 3 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

The second seminar introduces a comparative focus by having students examine both the Chilean and Argentine educational systems. The course focuses on intercultural education, the role of ethnicity and diversity in educational practices, and bilingual education in South America. Students will examine the particular case of Mapuche communities in Chile. As a second major theme, students also consider popular education models, reading Freire and others, relating these models to social movements. In both areas — the intercultural and the popular — students critically examine the tensions

among the different actors in the educational system: students, teachers, and the government. Similarly, through both intercultural and popular education themes, students discuss issues of equity, human rights, and educational policies with reference to the current legislative framework. All coursework is conducted in Spanish.

SPAN-2003-CIK, Spanish for Social Sciences and Education I, 3 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

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

SPAN-2503-CIK, Spanish for Social Sciences and Education II, 3 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading educational literature as they learn the formal terms and local expressions needed to discuss educational policy, to conduct field research, and to interact in settings related to the program themes and excursion destinations. Students are placed in small

classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-3003-CIK, Spanish for Social Sciences and Education III, 3 Credits

Fall 2022: Chile: Comparative Education and Social Change | Latin America

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

ITRN-3000-CIV, Virtual Internship & Seminar, 4 Credits

Fall 2022: Chile: Virtual Internship in Education & Social Change Organizations | Latin America

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a school, a university, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course

in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ENVI-3000-ECE, Conservation and Sustainability Practices in Ecuador, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

This course focuses on the analysis of major science-related environmental issues that currently threaten Ecuadorian ecosystems. It provides a multifaceted and interdisciplinary exploration of Ecuadorian conservation and sustainability issues. The course examines contemporary conservation science strategies that have been implemented in order to protect the country's natural resources and discusses their effectiveness and viability. Through the exploration of Ecuadorian conservation and sustainability issues, the course enables students to build an individual framework that facilitates their conceptualization of contemporary environmental issues related to conservation and, as a result, the impact on local resources. The course is conducted mainly in Spanish and encompasses fieldwork activities applying robust science research methods.

ENVI-3005-ECE, Comparative Tropical Ecology, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

Through a comparative approach, 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. During field trips, students apply biological and ecological techniques such as quadrants and transects, engage in biological monitoring for plants and animals, and learn to conduct population studies, water and soils analysis, and other techniques. As part of the course, students visit several sites, including Galápagos National Park, Yasuní National Park, Limoncocha Biological Reserve, Chimborazo or Antisana Andean Reserves, Jerusalem Protected Andean Dry Forest, Santa Lucia Cloud Forest Reserve, Yunguilla Community reserve, and La Hesperia Reserve. Coursework is conducted in Spanish with occasional lectures in English.

ENVI-3500-ECE, Environmental Research Methods and Ethics, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students analyze and practice a range of methods appropriate for ecological research including quadrants and transects; biotic sampling; fauna and flora identification; animal behavior; and soil, water, and climate investigation. Students also examine the ethical issues surrounding

field research related to ecology and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program's focus on ecology. All coursework is conducted in Spanish.

ISPR-3000-ECE, Independent Study Project, 4 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

Conducted in approved locations around Ecuador, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. While the ISP can include social science concepts, the main focus should be biological, ecological, and/or environmental, based upon requests from local NGOs, nature reserves, and local communities.

SPAN-2003-ECE, Spanish for the Natural Sciences I, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional scientific literature as they learn the formal terms and local expressions needed to discuss environmental and conservation issues, to

conduct field research, and to interact in institutional and community settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-2503-ECE, Spanish for the Natural Sciences II, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

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

SPAN-3003-ECE, Spanish for the Natural Sciences III, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

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

country evaluation that tests both written and oral proficiency.

SPAN-3503-ECE, Spanish for the Natural Sciences IV, 3 Credits

Fall 2022: Ecuador: Comparative Ecology and Conservation | Latin America

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

ANTH-3500-CIR, Research Methods and Ethics, 3 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, reading, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an

Independent Study Project or internship related to the program themes. All coursework is conducted in Spanish.

ISPR-3000-CIR, Independent Study Project, 4 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

ITRN-3000-CIR, Internship and Seminar, 4 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

The internship consists of a four-week period with a local community organization, research organization, or NGO. Students complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. International internships offer students an opportunity to combine an experience abroad, with all the benefits of intercultural and foreign language learning, with a pre-professional experience, acquiring 21st Century skills such as an ability to flourish in a diverse and multinational workplace. An internship advisor/mentor appropriate to the organization/institution is also selected. Mentors are usually host country research professionals. In

conducting their internship, students use the concepts and skills of field-based learning. The internship will be conducted in Spanish.

LACB-3000-CIR, Culture and Society in Contemporary Chile, 3 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

LACB-3005-CIR, Socioeconomic Development in Chile, 3 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

Chile has undergone a number of drastic and diverse economic and political changes since the military coup of 1973. After the end of the dictatorship in 1989, economic growth and political stability in Chile were hailed by the international business community and economic agencies as a model to follow for the rest of Latin America and the world. In this course, students will

critically question this process by looking at the impact the Chilean political system and the neoliberal model of economic development have had on the standards of living and quality of life of most Chileans. The course addresses political issues related to human rights violations, the character of the political constitution, labor relations in Chile, and the institutional continuities and discontinuities between dictatorship and democracy. All coursework is conducted in Spanish.

SPAN-2503-CIR, Spanish for Social and Cultural Studies I, 3 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

SPAN-3003-CIR, Spanish for Social and Cultural Studies II, 3 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading cultural studies literature as they learn the theoretical terms and local expressions needed to discuss socio-cultural issues, to conduct field research,

and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-3503-CIR, Spanish for Social and Cultural Studies III, 3 Credits

Fall 2022: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

ANTH-3500-ECR, Research Methods and Ethics, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

In this research methods course designed to prepare students for the Independent Study Project (ISP), students examine the ethical challenges of field research and learn how to prepare a research proposal and how to employ basic ethnographic methods appropriate to a range of themes as well as more specific methods appropriate to the study of politics, language, and discourse. By the end of the course students will have chosen an ISP topic, selected appropriate methods, and written a solid proposal for an ISP related to the program

themes. The course is conducted in Spanish with occasional sessions in English.

ISPR-3000-ECR, Independent Study Project, 4 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

Conducted in Quito or in another approved location in Ecuador appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's broad concerns with power, politics, language, and development. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper.

LACB-3000-ECR, Languages in Contact: Spanish, Quichua, and Other Languages in Ecuador, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

In this seminar, students combine theory and practice to study Ecuador's languages in three different manners. First, from a cultural standpoint, students learn about the encounter between Spanish and Ecuador's indigenous languages and how language and power have interacted and contributed to tensions between domination and resistance. They look closely at Ecuadorian Spanish to ask what makes Ecuador's Spanish Ecuadorian, examining the influence of different populations, time periods, and events on the evolution of the language, considering regional differences as well. Finally, they study Quichua, Ecuador's main indigenous language, examining the politics of bilingual education, questions surrounding intellectual production and translation, and the use of

Quichua in different settings. Students also examine the growing concern for other indigenous languages, particularly those in danger of extinction. Finally, all students participate in a workshop of introductory lessons in Quichua to finish out this experience. This course is conducted in Spanish, although it may occasionally include a few readings in English and in Quichua.

LACB-3005-ECR, Paradigms of Development and Political Discourse in Ecuador, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

Discourse and power are related in all nations, but Ecuador has a particularly sophisticated discursive system in place. At the same time, counter-hegemonic discourses are also prevalent. In this broadly defined interdisciplinary seminar, students examine the core political and development themes of the program and inquire specifically into the complex relationships between development, power, and politics in Ecuador. After a review of Ecuadorian history, socio-political movements and development paradigms, students consider the concept of political discourse as an object of study. Through lectures, course readings, site visits, and excursions, students examine several dominant discourses related to development, politics, sustainability, interethnic relations, and other issues in Ecuador. They study resistant discourses to ask how people are voicing alternative ways of knowing and developing. While learning about politics and development in Ecuador, students construct a nuanced understanding of how discourse has been used to instill, reinforce, subvert, and reinvent power relationships over time in this nation. This course is conducted in Spanish, although it may occasionally include a few readings in English.

SPAN-2003-ECR, Spanish for the Social Sciences I, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

SPAN-2503-ECR, Spanish for the Social Sciences II, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

SPAN-3003-ECR, Spanish for the Social Sciences III, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

SPAN-3503-ECR, Spanish for the Social Sciences IV, 3 Credits

Fall 2022: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

IPBH-3000-CIH, Public Health in Chile, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

Through this interdisciplinary seminar, students examine theoretical and practical approaches to healthcare delivery in Chilean communities that include both urban and rural contexts. Students explore the relationship

between public health, social justice, and community welfare; reproductive and sexual health; HIV/AIDS; mental health issues; and differences between national and private health systems. All coursework is conducted in Spanish.

IPBH-3005-CIH, Traditional Medicine and Community Health, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

In this second seminar, students learn about traditional healthcare practices in Chile and analyze the role of these practices in overall community health. The course focuses on the Mapuche and Aymara peoples in particular. Students explore these indigenous conceptualizations of health and healing, the connection between healing and spiritual beliefs, and indigenous cosmovisions. Intercultural health and challenges to "legitimizing" and "mainstreaming" traditional indigenous healthcare are studied. Disparities in healthcare access among diverse populations are also analyzed. All coursework is conducted in Spanish.

IPBH-3500-CIH, Public Health Research Methods and Ethics, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for researching health topics. They examine the ethical issues surrounding field research related to public health

and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to public health, traditional medicine, and community empowerment in Chile. All coursework is conducted in Spanish.

ISPR-3000-CIH, Independent Study Project, 4 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

Conducted in Arica, Santiago, Valparaíso, Temuco, or other approved locations appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice or perform a health practicum within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well.

ITRN-3000-CIH, Internship & Seminar, 4 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

This seminar consists of a four-week internship with a health facility; a social, community, or indigenous organization; a nonprofit institution; or a university in Arica, Putre, Makewe, or Santiago. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international

work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. The internship will be conducted in Spanish.

SPAN-2003-CIH, Spanish for the Health Sciences I, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

SPAN-2503-CIH, Spanish for the Health Sciences II, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. Students read professional health science literature as they learn the formal terms and local expressions needed to discuss health policy issues, to conduct field research, and to interact in settings (e.g., clinics and community health centers) related to the program themes. Students

are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

SPAN-3003-CIH, Spanish for the Health Sciences III, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

SPAN-3503-CIH, Spanish for the Health Sciences IV, 3 Credits

Fall 2022: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

ANTH-3500-MXR, Research Methods and Ethics, 3 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to human rights and other program themes and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to the program themes. This course is conducted in Spanish, although it may occasionally include a few readings in English

ISPR-3000-MXR, Independent Study Project, 4 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

ITRN-3000-MXR, Internship and Seminar, 4 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme. The internship course includes a module designed to help students build a foundation on which to engage in the internship experience.

LACB-3000-MXR, Political Economy of Migration, 3 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

This course focuses on structural causes of inequality and migration rooted in national and international economic policies and practices. Students are first introduced to major theories of development that influence economic policy and then apply those theories to a deeper examination of how the global economy affects Mexico. The course narrows its focus from the global level to the national level in Mexico and then to the local level in Oaxaca. As a result, students are able to connect local realities to trends in the global economy. In the latter part of this course, students incorporate emerging studies on climate change, migration, and border enforcement as an additional structural cause linked to international economic policies. Finally, the course brings

attention to the rich and inspiring grassroots movements in Oaxaca that are pursuing alternative forms of economic development. This course is conducted in Spanish, although it may occasionally include a few readings in English.

LACB-3005-MXR, Migration and Borders in a Globalized World, 3 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

This course focuses on the various ways in which diverse individuals and communities are impacted by changes in the global economy and high levels of international undocumented migration. Students examine historical and current trends in migration patterns and consider the different ways economic change and migration affect various sectors of society, such as youth, women, LGBTQ people, indigenous communities, Central Americans, urbanites, and rural farmers. Students are then able to construct a nuanced understanding of migration and how people are responding to its consequences and opportunities. The ongoing development of formalized, enforced borders is also a major focus of this course. Students visit Mexico's northern and southern borders and learn about state efforts to restrict human mobility across international boundaries while learning how these efforts can generate greater levels of vulnerability, including serious human rights abuses, for migrants. Other excursions and site visits in Oaxaca provide opportunities for students to hear directly from people and communities deeply affected by undocumented migration to the United States. This course is conducted in Spanish, although it may occasionally include a few readings in English.

SPAN-2503-MXR, Spanish for Social and Cultural Studies I, 3 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

SPAN-3003-MXR, Spanish for Social and Cultural Studies II, 3 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

SPAN-3503-MXR, Spanish for Social and Cultural Studies III, 3 Credits

Fall 2022: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

ENVI-3000-PNE, Human Ecology and Conservation in the Tropics, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

ENVI-3005-PNE, Comparative Tropical Ecology, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

ENVI-3500-PNE, Environmental Research Methods and Ethics, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

This course focuses on learning how to collect and systematize ecological data to understand ecosystem function and adaptation. Through field lectures, practice, and classroom learning, students learn and apply a range of ecological research methods. They examine the ethical issues surrounding field research related to ecology and conservation and are guided through the World Learning / SIT Human Subjects Review process. By the end of the course students will have learned, applied, and collected data from a minimum of 20 field research methods.

ISPR-3000-PNE, Independent Study Project, 4 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

The Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components

of the program and culminates in a formal research paper and oral presentation. Depending on student interest, research can be conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other approved sites within Panama.

SPAN-1003-PNE, Spanish for the Natural Sciences I, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

SPAN-2003-PNE, Spanish for the Natural Sciences II, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss ecological issues, to conduct field research, and to

interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency testing, students are placed in classes according to their language level and receive further language practice in the homestays and on field visits.

SPAN-2503-PNE, Spanish for the Natural Sciences III, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

SPAN-3003-PNE, Spanish for the Natural Sciences IV, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss ecological issues, to conduct field research, and to interact in settings related to the program themes. Based

on in-country evaluation, including oral proficiency testing, students are placed in classes according to their language level and receive further language practice in the homestays and on field visits.

SPAN-3503-PNE, Spanish for the Natural Sciences V, 3 Credits

Fall 2022: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

ANTH-3500-PER, Research Methods and Ethics, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

In this research methods course designed to prepare students for the Independent Study Project, students learn how to organize and conduct a research project. Through lectures, readings, and field activities, students study and practice a range of basic social science methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects

Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

ISPR-3000-PER, Independent Study Project, 4 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

Conducted in Cuzco or other approved and appropriate locations in Peru, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: the role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; interaction between urban and rural communities; generational dynamics in cultural pride and heritage; bicultural/bilingual education; conflicts between conservation and extractive industries.

LACB-3000-PER, History of Indigenous Cultures in Peru, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

The course begins with an examination of the history of Andean and Amazonian indigenous peoples in Peru. Students consider the prosperity and peacefulness of the

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

LACB-3005-PER, Indigenous Peoples in Motion: Changes, Resistance, and Globalization, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

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

QUEC-1001-PER, Quechua, 1 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-2003-PER, Spanish for the Social Sciences I, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-2503-PER, Spanish for the Social Sciences II, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-3003-PER, Spanish for the Social Sciences III, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-3503-PER, Spanish for the Social Sciences IV, 3 Credits

Fall 2022: Peru: Indigenous Peoples and Globalization | Latin America

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

ANTH-3500-JOR, Research Methods and Ethics, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The seminar includes lectures on qualitative methods of research in social sciences and in particular in the critical global issues of migration, identity, and resilience; development of a research 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, which is largely based on the data gathered from primary sources, or an internship at a local organization.

ARAB-1003-JOR, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-1006-JOR, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-1503-JOR, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-1506-JOR, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2003-JOR, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2006-JOR, Intermediate Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2503-JOR, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2506-JOR, Intermediate Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-3003-JOR, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of

the Middle East, and a six-credit Arabic language course. 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.

ARAB-3006-JOR, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-3503-JOR, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-3506-JOR, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ISPR-3000-JOR, Independent Study Project, 4 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

Conducted in Amman or another approved location in Jordan appropriate to the project. Sample topic areas: the Jordanian political system; Jordan's foreign policy; the Arab Spring, refugees, nongovernmental organizations, and the Jordanian internal arena; state power and the regulation of Islam; gender and forms of sexual expression; Jordan and the Gulf Corporation Council; political power of tribes; social change through modern art; the Christian population in Amman; nationalism in Jordan; women's participation in Jordanian politics and civil society; Islam and state discourses on development; nongovernmental organization and donor interaction in Jordan; environment, resources, and sustainable development; freedom of expression in the Jordanian press; relationships among Jordanian youth.

ITRN-3000-JOR, Internship and Seminar, 4 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the

program's critical global issue focus and overall program theme.

MDES-3000-JOR, Geopolitics, International Relations, and the Future of the Middle East, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

Over the last two decades, the Middle East has been the stage of some mega events that continue to reshape the geopolitical map of the region. As a peace broker in the region, Jordan provides an excellent site for the study of ways in which geography shapes politics, shifts power configurations, and impacts international relations. Issues of relevance to the theme of the seminar include territorial conflict and state sovereignty, international intervention and dominant paradigm of international relations, geopolitical imagining and refugee crisis, and the impact of political crises on social organization, economy, and human ecology. Students study the nature of dominant International Relations paradigm in the Middle East and geopolitical discourse. In Istanbul, students learn from local academics how Turkey has become a strong geopolitical regional player in Middle Eastern politics and international relations, and the extent to which Turkey is influencing the future political arena of the Middle East. This seminar includes classroom activities (lectures and reading assignments) and incorporates educational excursions, visits to organizations, agencies, critical thinking exercises, voluntary work, and field-based assignments. The Geopolitics, International Relations, and the Future of the Middle East seminar has an interdisciplinary, integrative, and critical focus.

MDES-3500-JOR, The Psychology of Peace, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

This interdisciplinary seminar addresses theory and practice of peace psychology, the psychological causes of violence and nonviolence, nonviolent struggle, nonviolence and social change, the role of emotions in peacebuilding, negotiations of political disputes, and the impact of exiled and displaced populations on the psychology of peace and conflict resolution. The seminar also assesses applications of human psychology to the study of international politics. Psychological analyses of foreign policy and decision making, international conflict, and conflict resolution greatly contribute to the understanding of international relations. Students study the psychology of diverse actors of international relations, international relations and foreign policy decision making, role of biases, role of emotions in political decision making, and other psychological factors contributing to better understanding and explanation of international relations and politics. Through field visits with NGOs working in psychological services, health institutions, and discussions with academics, diplomats, and peace negotiators, students learn about the psychology of peace as it impacts conflict resolution and peace processes in Jordan and the Middle East.

PSYC-3500-JOR, The Psychology of Peace, 3 Credits

Fall 2022: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

This interdisciplinary seminar addresses theory and practice of peace psychology, the psychological causes of violence and nonviolence, nonviolent struggle,

nonviolence and social change, the role of emotions in peacebuilding, negotiations of political disputes, and the impact of exiled and displaced populations on the psychology of peace and conflict resolution. The seminar also assesses applications of human psychology to the study of international politics. Psychological analyses of foreign policy and decision making, international conflict, and conflict resolution greatly contribute to the understanding of international relations. Students study the psychology of diverse actors of international relations, international relations and foreign policy decision making, role of biases, role of emotions in political decision making, and other psychological factors contributing to better understanding and explanation of international relations and politics. Through field visits with NGOs working in psychological services, health institutions, and discussions with academics, diplomats, and peace negotiators, students learn about the psychology of peace as it impacts conflict resolution and peace processes in Jordan and the Middle East.

ANTH-3500-JOP, Research Methods and Ethics in Psychology and Counseling, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

The Research Methods and Ethics in Psychology and Counseling course (RME) introduces students to ethical dilemmas, the scientific, conceptual, practical methods and tools for conducting psychological research and gathering data, and the knowledge and skills that are essential for writing an Independent Study Project (ISP) or Internship proposal in psychology, mental health, and counseling in conflict and post-conflict environments and the cultural context of Jordan. In particular, the course enhances students' skills at building rapport and constructive relationships with organizations and/or individuals; gathering, recording, and analyzing primary

data; and writing a scholarly academic research paper or internship paper. 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 field of psychology, mental health, counseling in conflict and post-conflict contexts and the local cultural context of Jordan. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

ARAB-1003-JOP, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-1503-JOP, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-2003-JOP, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-2503-JOP, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-3003-JOP, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine both the language they use on a daily basis and the way this language interacts with local culture. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different

applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-3503-JOP, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine both the language they use on a daily basis and the way this language interacts with local culture. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ISPR-3000-JOP, Independent Study Project, 4 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

The Independent Study Project (ISP) is a five-week long self-designed research project offering students the opportunity to undertake a personally significant and independent investigation, which highlights the regional and cultural reality that can only be encountered during

a study abroad experience. The ISP is the academic component in which the student most directly applies the concepts, skills, tools, and techniques of experience-based learning articulated through the Research Methods and Ethics course and the thematic courses, while enabling students to further integrate their language skills and the contacts they have developed in the homestay and in the broader community. Each student will plan, develop, and independently undertake a research project, with the advice and guidance of the academic director and an ISP Advisor—a local academic and/or psychology, mental health, or counseling professional. The topic of study may be anything of interest to the student, within the scope of the program and the immediate region, and is usually developed out of lectures, discussions, field visits, and educational excursions. The final project should provide material evidence of student capability in utilizing appropriate methodologies, ethical standards, and in synthesizing experiences in the host culture. Students are expected to complete 180 hours of field-based (non-archival, non-library) research on their topic, submit a substantial written paper, and deliver an accompanying oral presentation. It is not uncommon for ISPs to strongly contribute to the student's choice of subject for graduate studies or professional career.

ITRN-3000-JOP, Internship & Seminar, 4 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This seminar consists of a five-week internship with health clinics, clinical psychology clinics, counseling centers, health and psychiatric hospitals and centers, and health, psychiatric, and psychology clinics of non-governmental organizations. These organizations may include, but are not limited to, health, psychological, and psychiatric clinics at Doctors without Borders,

International Medical Corps, Save the Children, Care International, Jordan Health Aid Society international, Jordan Red Crescent, Jordan Red Cross, Syrian American Medical Society, The Center for Victims of Torture, Collateral Repair Project, and Blumont (formerly International Relief and Development). The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the core program themes. SIT will use its extensive network to facilitate an internship placement for students where interviews may be required. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's Academic Director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of resources available at the placement site and to be proactive in engaging with local experts to achieve internship objectives. Weekly two-hour reflection and assessment meetings are held with the Academic Director or internship coordinator to review the progress of the internship, learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture and ethics in the context of the internship. Each student will be required to submit a final paper in which they process their learning experience on the internship, analyze an issue important to the placement site, and apply what they are learning at the internship site to the core themes of the program. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship paper may involve interviews and other data collection methods relevant to achieving internship learning goals. Students will also do a final presentation to demonstrate how the internship experience enhanced their understanding of the SIT program themes and its Critical Global Issue focus. The paper should also briefly

document a comprehensive schedule and the specific skills and knowledge acquired through the experience. Rubrics for the focus project paper and presentation will be shared with students in country.

PSYC-3000-JOP, Psychology and Mental Health in Conflict and Post-Conflict Contexts, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This seminar addresses psychological constructs in post-conflict contexts and the mental health of post-conflict contexts. It provides an overview of what psychology, mental health, and conflict are and how conflict and post-conflict contexts alter psychological constructs and affect mental health. Students learn about biological, social, and psychological bases of mental disorders within the frame of the biopsychosocial approach focusing on post-conflict contexts. In this course, students are also exposed to different frameworks and guidelines of psychological and mental interventions with conflict-affected populations and study psychosocial support needs, design, and implementation in post-conflict environments.

PSYC-3005-JOP, Counseling and Psychological Well-being, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This seminar provides students with an overview of the major areas of counseling psychology and psychological well-being. The seminar also delivers different stress management and self-care strategies for the students. Students study the concept of counseling psychology and

psychological well-being, counseling psychology skills, stress and stress management, burnout and burnout management, trauma and vicarious and secondary trauma, communication skills, setting boundaries, attitude and attitude change, anger management, and self-awareness as part of self-care strategies for psychology, mental health, and counseling psychology service providers.

PSYC-3500-JOP, Research Methods and Ethics in Psychology and Counseling, 3 Credits

Fall 2022: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

The Research Methods and Ethics in Psychology and Counseling course (RME) introduces students to ethical dilemmas, the scientific, conceptual, practical methods and tools for conducting psychological research and gathering data, and the knowledge and skills that are essential for writing an Independent Study Project (ISP) or Internship proposal in psychology, mental health, and counseling in conflict and post-conflict environments and the cultural context of Jordan. In particular, the course enhances students' skills at building rapport and constructive relationships with organizations and/or individuals; gathering, recording, and analyzing primary data; and writing a scholarly academic research paper or internship paper. 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 field of psychology, mental health, counseling in conflict and post-conflict contexts and the local cultural context of Jordan. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

ANTH-3500-JOH, Research Methods and Ethics, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar provides students with the necessary conceptual and methodological tools to undertake field study in Jordan. Students also learn the ethical and cultural considerations and procedures for conducting research with vulnerable populations such as refugees and displaced populations. 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), or an Internship Paper, which is largely based on the data gathered from primary sources, or an internship at a local organization.

ARAB-1003-JOH, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-1006-JOH, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-1503-JOH, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-1506-JOH, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-2003-JOH, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

**ARAB-2006-JOH, Intermediate Modern Standard Arabic,
6 Credits**

**Fall 2022: Jordan: Refugees, Health, and Humanitarian
Action | North Africa and the Middle East**

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

**ARAB-2503-JOH, Intermediate Modern Standard Arabic,
3 Credits**

**Fall 2022: Jordan: Refugees, Health, and Humanitarian
Action | North Africa and the Middle East**

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

**ARAB-2506-JOH, Intermediate Modern Standard Arabic,
6 Credits**

**Fall 2022: Jordan: Refugees, Health, and Humanitarian
Action | North Africa and the Middle East**

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

**ARAB-3003-JOH, Advanced Modern Standard Arabic, 3
Credits**

**Fall 2022: Jordan: Refugees, Health, and Humanitarian
Action | North Africa and the Middle East**

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3006-JOH, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3503-JOH, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3506-JOH, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ISPR-3000-JOH, Independent Study Project, 4 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The Independent Study Project is 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; the effect of daily stressors on Syrian refugee women; consequences of displacement on increased risks of domestic violence and gender-based violence; malnutrition in refugee children; refugee women's empowerment and protection.

ITRN-3000-JOH, Internship and Seminar, 4 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar consists of a four-week internship with a research organization, business, UN agency, intergovernmental organization, international development agency and national and local NGOs providing humanitarian assistance and development aid to refugee and local communities. The aim of an internship is to enable students to gain valuable internship experience and enhance their skills in an international internship environment.

MDES-3000-JOH, Refugees and Displaced Populations in the Context of Jordan, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar introduces students to the principles, guidelines, and laws related to refugee status and treatment as well as the legal responsibility of states to guarantee refugees' right to assistance and protection. The seminar also explores the major challenges refugees face, such as identity crises, social integration, and cultural-contextual change, as well as the social, economic, and political impact of the successive waves of refugees on Jordan.

MDES-3500-JOH, Refugee Health and Humanitarian Action, 3 Credits

Fall 2022: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar examines firsthand the humanitarian relief action taking place in Jordan to provide assistance to Syrian refugees, with special emphasis on the health sector. The seminar addresses the principles, rights, and duties governing humanitarian action and looks into the

challenges of providing assistance to refugees. The health status and risk factors of refugees and the health services available to them will be addressed, with special emphasis on vulnerable groups including women, children, and people with disabilities.

ARAB-1003-JOA, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

ARAB-1503-JOA, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give

students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

ARAB-2003-JOA, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language

ARAB-2503-JOA, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard

Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language

ARAB-3003-JOA, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine the language they use on a daily basis. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

ARAB-3503-JOA, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine the language they use on a daily basis. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

AFRS-3000-MOM, Migration and Transnational Identity, 3 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

This course provides the main context for students to engage academically, epistemologically, and intellectually with the theme of migration and mobility. Students utilize a multi-level and multi-disciplinary approach that considers core issues of local and global cultural politics, development policies and their implications on national economies, local communities, and human rights, all in the context of transnational mobility. The course facilitates the student's development of critical perspectives capable of assimilating the reality of interconnectedness and transnationalization not only of problems, but more important, of viable alternatives. The course is divided into modules, which explore the following themes:

culture and the Mediterranean space; sub-Saharan African immigrants in Morocco and trans-Saharan crossings and related issues of human rights and refugee status; Moroccan immigrants in Europe and development; European Migration to Morocco, European migration policy, gender and migration, social movements and transnational identities. Throughout the course, readings and class discussions address issues of religion, race, gender, identity, undocumented and underage migrants, citizenship, and nationality.

ANTH-3500-MOM, Research Methods and Ethics, 3 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

This course is designed to provide firsthand and experiential knowledge about the richness and challenges of conducting field study in Morocco. It provides 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 course, and to prepare to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the Institutional Review Board. At the end of the course, the student should have the cultural understanding and the methodological tools to successfully complete an Independent Study Project. The course is also designed to answer specific concerns that research on migration generally raises. Migration involves minors, undocumented migrants in transit, friends and families of victims of clandestine migrants, associations providing support to migrants, policymakers, and international organizations. The lectures address issues that pertain to research methods, confidentiality and anonymity of informants, interviewing and data collection, safety and

migrant psychology. Individual meetings are scheduled throughout the course to address research objectives and expectations of each student.

ARAB-1006-MOM, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-1506-MOM, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-2006-MOM, Intermediate Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-2506-MOM, Intermediate Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-3006-MOM, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-3506-MOM, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ISPR-3000-MOM, Independent Study Project, 4 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

Conducted in Rabat or another approved location in Morocco appropriate to the project. Students work closely with their academic director and a local advisor to design and build their Independent Study Project (ISP). Field-based ISPs on migration include the study of socioeconomic conditions of migrants, healthcare and

social protection, informal and formal education, migrants rights, migrant women, local perceptions of migration, intercultural communication, identity and resilience among migrant communities.

ITRN-3000-MOM, Internship and Seminar, 4 Credits

Fall 2022: Morocco: Migration and Transnational Identity | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

AFRS-3000-MOR, Human Rights and Social Movements in a Multicultural Context, 3 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

This seminar aims to introduce students to the major current debates on the questions of human rights and social movements in the Moroccan hybrid political context. In the aftermath of the February 20, 2011 movement (the Moroccan version of the Arab Spring, since, commonly known as the February 20 Movement), Morocco has witnessed many social protest movements

across the country. These movements opened the door for a fundamental rethinking of the prevalent paradigms used to understand Moroccan political social dynamics. Students look at movements in terms of large-scale, dramatic events, while also paying close attention to the social infrastructure and actions of ordinary people that sustain movements on a daily basis. Using a perspective of “human rights practice” the focus is on analyzing how groups and organizations operationalize and view human rights through action rather than simply as legal norms. The seminar engages Moroccan academics, artists, civil society activists, policy makers, and students in debates on the development of a multicultural society in a political hybrid regime.

ANTH-3500-MOR, Research Methods and Ethics, 3 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

This course is designed to provide firsthand and experiential knowledge about the richness and challenges of conducting field study in Morocco. It provides 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 course, and to prepare the student to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the Institutional Review Board. At the end of the course, the student should have the cultural understanding and the methodological tools to successfully complete their Independent Study Project. The course is also designed to answer specific concerns which the research on human rights generally raises. Multiculturalism and human rights involve minority groups, former political prisoners, families of victims of torture, policy makers,

and international human rights organizations. The lectures address issues that pertain to research methods, confidentiality and anonymity of informants, data gathering and interviewing, and the safety and psychology of minority groups and victims of repressive systems. Individual meetings are scheduled throughout the course and aim to address research objectives and the expectations of each student.

ARAB-1006-MOR, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-1506-MOR, Beginning Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits.

Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-2006-MOR, Intermediate Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-2506-MOR, Intermediate Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-3006-MOR, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-3506-MOR, Advanced Modern Standard Arabic, 6 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ISPR-3000-MOR, Independent Study Project, 4 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Conducted in Rabat or in another approved location appropriate to the project in Morocco. The Independent Study Project (ISP) offers students the opportunity to undertake significant, specific, and individualized independent study; students apply the concepts and skills of experience-based learning articulated and

learned in all other program components. Although the ISP is largely conducted during the last four weeks of the program, considerable planning and preparation for the ISP is done throughout the term. The Research Methods and Ethics course addresses concepts and rationale, methods and techniques, and evaluation of field study, all designed to introduce the student to the general background of field study and to assist them with ISPs that will be of interest to them and relevant to the program theme. The actual fieldwork for the ISP begins with the ISP preparation sessions and individual sessions on resource search and identification of appropriate contacts and resources. Sample topic areas include: international and local nongovernmental human rights organizations in Morocco: cooperation and activism; inheritance rights and Itjihad in Morocco's modern society; childbirth in rural Morocco; Sufi poetry; the politics of expression among women in rural Morocco; the culture of volunteering in Muslim countries; code-switching and multilingualism in Moroccan music; fiction and the Moroccan Jewish community.

ITRN-3000-MOR, Internship and Seminar, 4 Credits

Fall 2022: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the

program's critical global issue focus and overall program theme.

ANTH-3500-TNC, Research Methods and Ethics, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This seminar includes lectures on qualitative methods of research in social sciences and in particular in the critical global issue of Identity| Migration| Resilience a research proposal or internship proposal, and preparation of an application for review of research with human subjects. The seminar strengthens students' cultural awareness through exercises and discussions about researcher positionality and the ethics of fieldwork in Tunisia. All students 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.

ARAB-1003-TNC, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction,

with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-1503-TNC, Beginning Modern Standard Arabic, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-2003-TNC, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or

advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-2503-TNC, Intermediate Modern Standard Arabic, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-3003-TNC, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit

introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-3503-TNC, Advanced Modern Standard Arabic, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

EURO-3500-TNC, Immigration, Politics, and Religion in the Euro-Mediterranean Space, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

Mass migration across the Euro-Mediterranean region has refocused the debate on Europe's absorption capacity and immigrant integration. This interdisciplinary seminar takes Sicily as a case study to analyze the underpinnings of EU "open-door" policy and its impact on immigrant and religious "integration" and social cohesions in Europe. Students critically interrogate the viability of the nation-state as an integrative political category, analyze ways in which immigrant religious identity interacts with the idea of a laic Europe, and

revisit conceptual articulations of the notions of citizenship and multiculturalism in light of political and cultural hegemonies based on the exclusion and marginalization of "otherness." Lectures and field visits will also allow students to examine pressing issues of language and identity, Islam and religious affiliation as they interact with European secular modernity and impact subjectivity, political engagement, and integration. Contra the assimilationist discourse about exclusion, students are encouraged to think through counter-hegemonic ethics of inclusive solidarities. This seminar is delivered during the excursion to Italy.

FREN-2003-TNC, Intermediate French: French in Tunisian Contexts, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This intensive course prepares students to use French in daily communication in Tunisia. Another major aim of the course is to facilitate access to the Tunisian host culture. Thus the course emphasizes the development of speaking and comprehension competencies. Reading and writing are also fostered, but chiefly to complement verbal proficiency and speech comprehension. Cultural context is built into the course. All of the four fundamental communicative skills of speech, comprehension, reading, and writing are imparted through traditional classroom instruction, field-based activities, and continuing homestay practice. Students are placed into appropriate language course levels based on estimated-ACTFL oral proficiency interviews and written exams (placement tests) conducted during orientation in Tunisia. The course is taught over nine weeks by highly experienced teachers who have specifically designed a reading manual for the learning needs unique to French students in Tunisia.

FREN-3003-TNC, Advanced French: North African Francophone Literature, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This intensive course prepares students to use French in daily communication in Tunisia. Another major aim of the course is to facilitate access to the Tunisian host culture. Thus the course emphasizes the development of speaking and comprehension competencies. Reading and writing are also fostered, but chiefly to complement verbal proficiency and speech comprehension. Cultural context is built into the course. All of the four fundamental communicative skills of speech, comprehension, reading, and writing are imparted through traditional classroom instruction, field-based activities, and continuing homestay practice. Students are placed into appropriate language course levels based on estimated-ACTFL oral proficiency interviews and written exams (placement tests) conducted during orientation in Tunisia. The course is taught over nine weeks by highly experienced teachers who have specifically designed a reading manual for the learning needs unique to French students in Tunisia.

ISPR-3000-TNC, Independent Study Project, 4 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

Conducted in Tunis or in another approved location appropriate to the project. Sample topic areas: role of women's organizations in transforming feminist discourse; street art before and after the Tunisian

revolution; reproductive health in Tunisia; illegal immigration from Tunisia after the Jasmine Revolution; political Islam in Tunisia; political agency among young people in post-revolutionary Tunisia; humanitarian efforts in Tunisia; political self-education among Tunisia's youth.

ITRN-3000-TNC, Internship and Seminar, 4 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of an internship is to enable students to gain valuable work experience and enhance their skills in an international work environment. Specifically, students will conduct an internship in the context of social and political transition in Tunisia, and a focus will be on linking internship learning with the program's critical global issue, Migration | Identity | Resilience. The seminar includes regular reflection and assessment meetings with the academic director to review the progress of the internship and learning associated with the internship experience. Students complete a substantial academic paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Students also conduct an oral presentation of their internship experience and findings.

MDES-3000-TNC, Politics, Civil Society, and Migration in Tunisia, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This interdisciplinary seminar addresses ways in which government politics and civil society action influence human mobility in Tunisia and the Middle East and North Africa region. The succession of revolutions in the region and the disintegration of authoritarianism in Tunisia and its replacement by nascent democracy have not only accentuated human mobility across North Africa and Europe but also created a new legal, economic, cultural, and political framework to deal with it. The seminar explores the diverse roles of state and civil society in the democratization process and shows the treatment of migration is shifting from the perspective of European safety and security to immigrant human rights and integration of asylum seekers. The dynamic role played by Tunisian NGOs explains the success of democratic transition and testifies to the humane and multifaceted question of human mobility in the region today.

MDES-3500-TNC, Immigration, Politics, and Religion in the Euro-Mediterranean Space, 3 Credits

Fall 2022: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

Mass migration across the Euro-Mediterranean region has refocused the debate on Europe's absorption capacity and immigrant integration. This interdisciplinary seminar takes Sicily as a case study to analyze the underpinnings of EU "open-door" policy and its impact on immigrant and religious "integration" and social cohesions in Europe. Students critically interrogate the viability of the nation-state as an integrative political category, analyze ways in which immigrant religious identity interacts with the idea of a laic Europe, and

revisit conceptual articulations of the notions of citizenship and multiculturalism in light of political and cultural hegemonies based on the exclusion and marginalization of "otherness." Lectures and field visits will also allow students to examine pressing issues of language and identity, Islam and religious affiliation as they interact with European secular modernity and impact subjectivity, political engagement, and integration. Contra the assimilationist discourse about exclusion, students are encouraged to think through counter-hegemonic ethics of inclusive solidarities. This seminar is delivered during the excursion to Italy.

SPRING 2023

AFRS-3000-CMR, Modernization and Social Change in Cameroon, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

An interdisciplinary course taught predominantly in English, exploring Cameroon's complex social history and postcolonial national identities in one of the most ethnically and geographically diverse countries on the continent. In addition to lectures and discussions, the course integrates multiple learning methods including required readings, excursions to relevant sites, group discussions and processing sessions, participatory workshops, student presentations, and independent or self-structured learning.

ANTH-3500-CMR, Research Methods and Ethics, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

The Research Methods and Ethics course provides students with the essential tools required to conduct an independent study or internship in either the public health or social research domains in Cameroon. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

FREN-1003-CMR, Beginning French: French in Cameroonian Contexts, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This intensive course is designed to prepare students with little or no previous instruction in French to confidently use the language in daily communications in Cameroon. Another major aim of the course is to facilitate access to the Cameroonian host culture, particularly in the urban homestay. The course emphasizes the development of speaking and comprehension competencies. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the text.

FREN-1503-CMR, Beginning French: French in Cameroonian Contexts, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This intensive course is designed to prepare students with little or no previous instruction in French to confidently use the language in daily communications in Cameroon. Another major aim of the course is to facilitate access to the Cameroonian host culture, particularly in the urban homestay. The course emphasizes the development of speaking and comprehension competencies. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the text.

FREN-2003-CMR, French for Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-2503-CMR, French for Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-3003-CMR, French for Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-3503-CMR, French for Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-4003-CMR, French for Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on

in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-4503-CMR, French for Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and local and international development associations. Students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing skills to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

ISPR-3000-CMR, Independent Study Project, 4 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

Conducted in Yaoundé or in another approved location appropriate to the project in Cameroon. Sample ISP topics: political opinions among Cameroonian youth; Chinese and American development efforts and perceptions in Cameroon; gender roles and standards of beauty in Cameroon; traditional and modern healing;

people's preferences; usages and practices of bilingualism in Cameroonian schools; influences of Westernization on the Bikutsi style of music; oral history of the Bamiléké people; land grabbing and its local impacts; microfinance and women's empowerment.

ITRN-3000-CMR, Internship and Seminar, 4 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

International development became firmly established as a field of study and practice with an extensive apparatus that spans international borders, driven by an agenda of closing the global wealth gap at the onset of decolonization. Compared to most countries in the region, Cameroon has, since independence, had relative political stability, which has permitted investments in agriculture, transport infrastructure, petroleum, and timber. In this sense Cameroon provides an excellent setting in which to study mainstream development at play and the transitions that occur as society gets increasingly integrated into modern lifestyles. This internship experience is intended to place students in organizations at the center of this transition, as a way to enable them to appreciate the drivers and goals of mainstream development practice and how they have been structured.

SDIS-3000-CMR, Development Studies, 3 Credits

Spring 2023: Cameroon: Development and Social Change | Africa, South of the Sahara

An interdisciplinary course taught predominantly in English, examining foundational concepts, principles, and paradigms of development studies for the purposes of

critically engaging with specific topics and issues relating to the Cameroonian context. Through formal lectures, assigned readings, group discussions, and integrated field visits, students explore the ways in which development initiatives 'in local, regional, and national contexts' seek to become agents for changing structural relationships in society.

ITRN-3000-CMV, Virtual Internship & Seminar, 4 Credits

Spring 2023: Cameroon: Virtual Internship in Women's Rights & Resilience in Conflict Situations | Africa, South of the Sahara

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in

group discussions, answering questions, and interacting with course participants and staff.

AFRS-3000-GHR, Sankofa: Cultural Legacies and Afro-Futures, 3 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This seminar revolves around a central question: how are visions of the present and future of Africa crafted through a thoughtful interrogation of its past? The central motif that undergirds this seminar is Sankofa, a Ghanaian concept that encourages a strong engagement with the past in order to ensure informed and sustained progress into the future. Sankofa is often associated with the proverb, "Se wo were fi na wosankofa a yenkyi" ("It is not wrong to go back for that which you have forgotten."). After framing an African epistemological relation to Africa's presents and futures in light of the concept of Sankofa (module 1), we will revisit our painful past in order to create a framework for understanding the cultural, socio-political, and economic particularities of Africa, Africans, and Africans from the diaspora (module 2). Students will, subsequently, rethink the political particularities of Ghana and the continent in light of the concept of Sankofa (module 3). In the concluding module, we will use the concept of Sankofa to engage with one of the most timely frameworks for thinking of Africa today: Afrofuturism.

AFRS-3500-GHR, Urban Cultures, Social Innovation, and the Afro-Chic, 3 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course involves an immersion into Ghanaian cities as sites for not only countering existing stereotypes of Africa, but also for positioning the continent as a global economic, political, and cultural force. Students will be introduced to the intricacies of hiplife, media houses, and institutions across the country, which highlight the position of Ghana in a hyper-globalized world. Through these aspects of urban culture, students will understand how the reshaping of continent narratives by local actors has implications for the global flow of information. This seminar brings together concepts connected to hiplife, food, and the Afro-Chic to engage critically with Ghanaian urban cultures.

ANTH-3500-GHR, Research Methods and Ethics, 3 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

Drawing upon myriad in-country experiences, cultural encounters, homestay conversations, and community observations, this research methods and ethics course is primarily designed as a field-based course complemented by classroom lectures, assigned readings, and discussions facilitated by the academic director. The course relies on SIT's in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data. Students learn qualitative and quantitative approaches of gathering, managing, and analyzing data from primary sources. The course emphasizes ethical considerations that guide primary data collection and culturally appropriate ways of building rapport, initiating purposeful dialogue, forming constructive relationships with organizations and/or individuals, recording and analyzing primary data, and writing a scholarly academic report. By the end of the

course, students will produce an Independent Study Project or internship proposal.

ISPR-3000-GHR, Independent Study Project, 4 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This four-week independent study project, scheduled in the final portion of the program, gives students a unique opportunity to study in depth a key aspect of the program's themes in Ghana. The ISP draws upon the knowledge and various skills gained from the thematic, language, and research methods and ethics seminars.

ITRN-3000-GHR, Internship and Seminar, 4 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course consists of a four-week internship with a national or international organization that is working in the broad area of social change in Ghana. SIT will use its extensive network to place students in internship organizations, or students may petition SIT for approval of internship placements that they find on their own initiative. Ultimately, each student takes responsibility for making optimal use of resources available at the organization and for being proactive in engaging with local experts to achieve their internship objectives. An internship seminar, conducted via weekly two-hour reflection and assessment sessions are held with the academic director or internship coordinator.

TWII-1003-GHR, Asante Twi, 3 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course is designed to help students obtain oral proficiency and enable them to adapt to the host culture. Language instruction begins during orientation and quickly introduces students to basic vocabulary and sentence structure and encourages students to immediately begin using Asante Twi. Students will develop strong listening, comprehension, and communication skills and learn use the language confidently and effectively in everyday situations as well as within the context of the demands of the Independent Study Project or internship.

TWII-3503-GHR, Asante Twi, 3 Credits

Spring 2023: Ghana: Globalization, Cultural Legacies & the Afro-Chic | Africa, South of the Sahara

This course is designed to help students obtain oral proficiency and enable them to adapt to the host culture. Language instruction begins during orientation and quickly introduces students to basic vocabulary and sentence structure and encourages students to immediately begin using Asante Twi. Students will develop strong listening, comprehension, and communication skills and learn use the language confidently and effectively in everyday situations as well as within the context of the demands of the Independent Study Project or internship.

ANTH-3500-KER, Research Methods and Ethics, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This course in the concepts of learning across cultures and from field experience provides an introduction to an Independent Study Project or internship. Material includes cross-cultural adaptation and skills building; project selection and refinement; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; field study methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; and participatory evaluation and appraisal techniques.

IPBH-3000-KER, Health and Human Rights in Kenya, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

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. The course is designed to provide firsthand academic knowledge of Kenyan healthcare challenges and healthcare systems, together with analyses of locally informed debates surrounding human rights. Course content, provided via lectures, discussions, readings, presentations, and educational excursions, details the mutually constitutive challenges of health and human rights in Kenya, while highlighting successful coalition-building efforts, civil society organizations, the private sector, and others pursuing community-based approaches to myriad contemporary issues. Throughout the course, students record and analyze aspects of the host culture and examine contemporary development theories and methodologies and current issues related to health and human rights in Kenya.

IPBH-3500-KER, Comparative Healthcare Systems, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This core seminar focuses on the principles and practice of health system analysis; the sources and utilization of information informing the development, organization, and operation of health services; and frameworks for assessing the performance of different health systems. It analyzes health challenges and their impacts on healthcare delivery and discusses the targets for health in a globalized world. We review health service organization and management, health policy development and planning, and characteristics of personal and community healthcare services. We examine the constitutional, legal, economic, social, and political environments within which health care systems operate and the various patterns that emerge.

IPBH-3550-KER, Epidemiology in Kenya, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This seminar examines trends and patterns in the burden of diseases in Kenya and introduces students to the principles, concepts, and methods of population-based epidemiology. It explores the specifics related to epidemiological research conducted in the country by Kenya Medical Research Institute (KEMRI) in conjunction with US Centers for Disease Control and Prevention (CDC) and health practitioners that inform the planning, implementation, and evaluation cycle in public health promotion. The course starts by delving into the importance of epidemiology in the context of Kenya, a developing country. Students will describe and apply epidemiological terms using hands-on data to make

causal inferences and be able to communicate their findings to both lay and professional audiences.

ISPR-3000-KER, Independent Study Project, 4 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Conducted in Nairobi, Kisumu, or another approved location appropriate to the project within Kenya. Sample topics areas: malaria prevention policy and practice; Nairobi's informal settlements; housing as a human right; primary healthcare options in Kenya; rural women's cooperatives; prenatal healthcare; land tenure in Kibera; family planning in rural Kenya; urban agriculture; HIV/AIDS peer education; girls' education; nutrition and health programming in Kenya.

ITRN-3000-KER, Internship and Seminar, 4 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

This course consists of a four-week internship with a national, international, or local public health delivery organization that is based in Kenya. The internship enables students to gain valuable work experience in the public health field and introduces students to planning, delivery, and management of public health in the tropics, using western Kenya as the case study.

SWAH-1003-KER, Intensive Language Study: Beginning Kiswahili, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

SWAH-1503-KER, Intensive Language Study: Beginning Kiswahili, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

SWAH-2003-KER, Intensive Language Study: Intermediate Kiswahili, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students

are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

SWAH-2503-KER, Intensive Language Study: Intermediate Kiswahili, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

SWAH-3003-KER, Intensive Language Study: Advanced Kiswahili, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during

the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

SWAH-3503-KER, Intensive Language Study: Advanced Kiswahili, 3 Credits

Spring 2023: Kenya: Global Health and Human Rights | Africa, South of the Sahara

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on an in-country evaluation that includes oral proficiency testing, students are placed in intensive classes at the appropriate level, with additional language practice taking place through homestays, lectures, and field visits. Daily classes during the first two weeks of the urban homestay are followed by continuing lessons in a variety of field settings, which provide an opportunity for additional Kiswahili language practice.

ITRN-3000-KEV, Virtual Internship & Seminar, 4 Credits

Spring 2023: Kenya: Virtual Internship in Public Health & the Covid-19 Pandemic in the Tropics | Africa, South of the Sahara

This virtual internship and seminar are a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial

meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing.

Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff

ENVI-3000-MGE, Biodiversity and Natural Resource Management Seminar, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

This interdisciplinary course introduces students to a range of key policies and practices for the management of the unique and endemic natural resources in Madagascar. Using conceptual approaches drawn from environmental justice and political ecology, students explore diverse terrestrial and marine resources in a range of locales and consider the realities and challenges of developing effective and equitable natural resource management systems. Key themes through which these issues are explored during the course include livelihoods and stakeholder analyses, protected area and community based management systems, basic tools for understanding and monitoring natural resources, and

cultural practices and their influence on natural resource management.

ENVI-3500-MGE, Environmental Research Methods and Ethics, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

Conducted primarily in English, this is a course in social and natural sciences research methods. The focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate various environmental issues. The course serves as an introduction to the Independent Study Project and includes a focus on field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies may include designing a research project; writing a proposal; interviewing; surveys; and maintaining a field journal. Specific ecological field study methods may include habitat surveys; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population censusing; and animal behavior.

FREN-2003-MGE, French for Natural Sciences, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

Focusing on oral proficiency in the context of the natural sciences with a biodiversity and natural resource management concentration, language teaching is targeted toward the many activities in the thematic and research methods seminars in order to help students work more independently in the field. The objective is to facilitate students' interactions with a range of professionals in the field working to manage resources

while promoting development within the local cultural context. In support of these objectives, course content provides additional focus on fundamentals of spoken and written French to increase student capacity. Based on in-country evaluation, including oral proficiency testing, students are placed in the appropriate level, with additional language practice in homestays and on field visits.

FREN-2503-MGE, French for Natural Sciences, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

FREN-3003-MGE, French for Natural Sciences, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

FREN-3503-MGE, French for Natural Sciences, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

ISPR-3000-MGE, Independent Study Project, 4 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

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

ITRN-3000-MGE, Internship and Seminar, 4 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

You will gain valuable work experience and enhance your professional skillset in an international work environment, drawing on the wide network of community organizations, activists, entrepreneurs, business leaders, and academics connected to the program.

MALA-1003-MGE, Malagasy, 3 Credits

Spring 2023: Madagascar: Biodiversity and Natural Resource Management | Africa, South of the Sahara

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal

instruction is augmented by language practice with homestay families.

AFRS-3000-RWR, Anatomy of Genocide and Intra-State Conflict, 3 Credits

Spring 2023: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

This course examines the histories that precipitated the genocide in Rwanda and the twenty-year conflict in northern Uganda, casting a critical eye upon the political institutions of the modern world and popular reductionist explanations that regard conflicts in Africa as driven simply by ethnic tensions. Students will visit sites of historical and political significance in both Rwanda and Uganda, through which they will begin to explore the complex relations between histories of colonization and decolonization, indigenous traditions, and Rwanda's genocide and Uganda's conflict. Lectures on selected topics are delivered by local Rwandan and Ugandan scholars, and students have structured assignments in homestays and conversations with surviving victims, perpetrators, bystanders, and rescuers. These experiences give students extraordinary insights into the issues covered in the course.

ANTH-3500-RWR, Research Methods and Ethics, 3 Credits

Spring 2023: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

A qualitative research design course designed to provide an overview of methodological field study approaches within the local cultural context, affording students the tools necessary to conduct field research in Rwanda. The

course has three main objectives. First, the course introduces students to the tools and methods of field study with a focus on how to do field research with victims of genocide and their descendants or violence perpetrators. In doing so, the course addresses the social and cultural dynamics in post-genocide Rwanda. Classes analyze institutional and cultural strategies used to prevent ethnic conflict and interrogate the role of the field researcher in a post-conflict environment. Second, the course details the ethics of field research and introduces students to the Human Subjects Review process. Third, the seminar also devotes time to psychological orientation before site visits and to the processing of field experiences. Given the emotional weight of the program and the impact it may have on students, the program has weekly sessions to debrief, process, and talk about assigned readings, field visits, or testimonies of survivors of genocide. One function of these sessions is to reorient student focus toward positive examples of bravery, caring, and compassion that studies of genocide often reveal.

ISPR-3000-RWR, Independent Study Project, 4 Credits

Spring 2023: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

Conducted in Rwanda in an approved location appropriate to the project. Sample topic areas: unity, justice, and reconciliation; development and reconstruction; refugees and displaced people in the Great Lakes region; approaches to nation building; transnational conflicts and their impacts on the economic and social developments of a country; language and identity; issues surrounding collective memory and memorials; democracy and freedom of speech in post-genocide environments; indigenous mechanisms of conflict resolution.

ITRN-3000-RWR, Internship and Seminar, 4 Credits

Spring 2023: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

You will gain valuable work experience and enhance your professional skillset in an international work environment, drawing on the wide network of community organizations, activists, entrepreneurs, business leaders, and academics connected to the program.

KINY-1003-RWR, Kinyarwanda, 3 Credits

Spring 2023: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

The role of Kinyarwanda language training is to provide students with basic tools needed for entry into Rwandan culture. The language training is organized and carried out by a language coordinator and a staff of teachers experienced in teaching Kinyarwanda to non-native speakers. Language study consists of 45 hours of formal instruction including experiential sessions on shopping, eating out, and Rwandan cooking and music. Language study is reinforced through the homestay experience and through interactive assignments. Language study also focuses on training students in post-genocide cross-cultural communication nuances, which further facilitates their ability to conduct field research or do an internship with a local NGO.

PEAC-3000-RWR, Post-Conflict Reconstruction and Peacebuilding, 3 Credits

Spring 2023: Rwanda: Post-Genocide Restoration and Peacebuilding | Africa, South of the Sahara

This course provides a comparative approach to post-conflict reconciliation, resettlement, and recovery in Rwanda and Uganda. Both countries are emerging from conflict and present excellent settings in which to examine the various measures, strategies, programs, and projects that have been put in place by Western organizations, national governments, NGOs, and communities to mitigate the impact of conflict and to rebuild, reconstruct, and revive fractured relations and displaced communities. Carefully scheduled visits to NGOs, government agencies, and communities in Rwanda and Uganda are complemented by lectures by Ugandan experts and selected reading assignments. The course concludes with a critical focus on the prospects for sustainable peace in Rwanda and Uganda and in the Great Lakes region of East Africa.

AFRS-3000-SGR, Senegal: Colonialism, the State and Society, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

This seminar introduces students to Senegalese society and critically examines the forces that are shaping its evolution through two broad questions: What are the historical foundations of contemporary Senegalese society and state? How has Senegal's encounter with the world affected the socio-political particularities of its contemporary cultures? We will first trace the historical evolution of the Senegalese state from the so called "medieval empires" to the present with a strong focus on its political, social, and economic realities. We will subsequently explore the major shifts in Senegalese identities via changing meanings of class and socio-political roles. We will then draw upon students'

engagement with Senegalese life to explore the emerging cultural forms in Senegalese peoples' understandings of their presents and their futures. The seminar is taught largely as a field-based course. Site visits, field trips, and excursions to various urban and rural locations provide the empirical data and insights with which students engage and analyze key research questions. Readings and videos are deliberately assigned to provoke discussion and critical reflection.

ANTH-3500-SGR, Research Methods and Ethics, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

Drawing upon the myriad of in-country experiences, cultural encounters, conversations in homestays, and community observations, the Research Methods and Ethics course is primarily designed as a field based course, complemented by classroom lectures, assigned readings and discussions facilitated by the academic director. The course relies on SIT's in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data. A series of structured field activities and assignments provide the material for class discussion, complemented by scheduled lectures and assigned readings. Students learn qualitative approaches of gathering, managing, and analyzing data from primary sources. The course puts particular emphasis upon the culturally appropriate ways of building rapport, initiating purposeful dialogue, forming constructive relationships with organizations and individuals, recording and analyzing primary data, and writing a scholarly academic report, in ways that students should find beneficial to successful completion of independent study or internship projects. 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 Senegal. Along these lines, a core focus for this course is the development of a feasible research or internship proposal, including the ethical considerations necessary in the research process, topic development, selection and execution of methodologies, final write up, and reciprocity or civic engagement issues, while sensitizing students to power asymmetries and the politics of subjectivity in field research.

FREN-1003-SGR, Intensive French Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-1503-SGR, Intensive French Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-2003-SGR, Intensive French Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-2503-SGR, Intensive French Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-3003-SGR, Intensive French Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is

assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

FREN-3503-SGR, Intensive French Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The course enhances students' French oral and writing proficiency and introduces them to the variety of Senegal's rural and urban linguistic cultures. The course takes advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities supporting language acquisition such as sports, song and dance, shopping, and cooking. Proficiency assessment includes oral and written tests and students' use of French during the program. Class level assignment is assessed via an oral proficiency test. A midterm assessment reviews progress in order to reassign class level. An end-of-semester assessment determines students' final proficiency level.

INTS-3000-SGR, Re-thinking Global Security: Politics and Religious Pluralism in Senegal, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The discussion on Global Security, alongside the discussion on Development, has been traditionally dominated by Western hegemonic discourse aimed at the Global South, particularly through the discipline of International Relations, influenced by policies of

international governmental bodies as well as NGOs. In the wake of the September 11th attacks, this discourse has refocused on the role of interreligious conflict, religious extremism, and terrorism in places such as the Middle East and Africa. This seminar intends to challenge the very basis of such discourse, particularly in Africa, that leads to what Mudimbe calls the invention of Africa. This invention involves universalizing, Western-centric interpretations of regional situations, which are much more complex and local. The readings, lectures, discussions, and site activities for this course will not only challenge the interpretative status quo of International Relations, but will also offer new, decolonial interpretations of religious beliefs and practices, a more vigorous understanding of religious pluralism, and a localized debate on the center/periphery from the perspective of the Global South. To prepare for the discussion of decolonizing Global Security, we will examine the role of religion in Africa. More specifically, we will focus on the three major belief systems that sustain the diverse religious practices in Senegal: Indigenous Religion/s, Islam, and Christianity from the perspective of local beliefs, practices, and knowledge. Most importantly, we will examine adaptations of religions within their regional context, their ecumenical potential, as well as their pursuit of a higher, spiritual knowledge. How does a more comprehensive and interrelated understanding of religious institutions in Senegal, including their beliefs, practices, and knowledge challenge the Western-centric notions of Global Security in the discipline of International Relations? How does a more localized knowledge of Islam change the discourse on religious extremism and terrorism? How does a deeper engagement of the notions of the center and the periphery, inform the concept of Development from the perspective of the Global South?

ISPR-3000-SGR, Independent Study Project, 4 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The four-week Independent Study Project (ISP), scheduled in the final portion of the program, provides students with a unique opportunity to study in-depth a key aspect of global security or religious pluralism in Senegal. The ISP draws upon knowledge and skills gained from the thematic, language, and Research Methods and Ethics seminars. At this point, students will have worked with the academic director and various other in-country experts to develop their ISP proposals and to schedule interviews and arrange translators (if required) and other logistics essential to completing the ISP. They will also have developed the competence to act in culturally appropriate ways and find resources in Senegal needed for ISP completion. The ISP allows students to practice and hone their primary data gathering skills and various other skills learned in the Research Methods and Ethics seminar, such as navigating unfamiliar cultural norms, building rapport, and navigating local bureaucracies. Further, students practice and hone their skills in gathering and analyzing data from primary sources, managing this data, and making a coherent argument in a scholarly manner.

ITRN-3000-SGR, Internship and Seminar, 4 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

Several regional and multilateral bodies are based in Senegal that engage with issues of global security, religion, as well as opportunities to understand the country from a decolonial perspective. It is in this sense that Senegal provides an excellent setting, within Africa, in which to explore security, peace, and decoloniality and their support mechanisms, from an African perspective. SIT will use its extensive network to place students in

national and international organizations working in the broad area of governance, election monitoring and peace in Dakar, education, health, development, and beyond. In addition, students may petition SIT for approval of internship placements that they find on their own initiative. In either case, SIT's academic director must approve of the student's internship duties, location and placements. Ultimately, each student takes responsibility for making optimal use of resources available at the organization and will be expected to be proactive in engaging with local experts to achieve internship objectives. Weekly two-hour reflection and assessment meetings are held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience. Students complete an internship and submit a paper that describes, assesses and analyzes their learning in regard to the theoretical underpinnings, complexity, challenges, and benefits to the community of the work of their internship organization. The internship paper also outlines the tasks that the students completed at the international development internship, reporting relationships, challenges encountered and how the student overcame them.

WOLO-1003-SGR, Intensive Wolof Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support

language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-1503-SGR, Intensive Wolof Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop

their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2003-SGR, Intensive Wolof Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment

reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2503-SGR, Intensive Wolof Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3003-SGR, Intensive Wolof Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3503-SGR, Intensive Wolof Language Study, 3 Credits

Spring 2023: Senegal: Global Security and Religious Pluralism | Africa, South of the Sahara

The intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 24 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, and cooking enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

AFRS-3000-SGD, African Urban Hip-hop and Decolonial Futures, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This course gives students a deeper understanding of the vitality, resilience, and global breadth of contemporary African and African diaspora communities through an experiential engagement with hip-hop and urban cultures as decolonial voices that constantly engage the limits of coloniality, global capitalism, and local political realities. This course focuses particularly on the ways

African urban hip-hop functions as decolonial pedagogical praxes and counterhegemonic movements against cultural and economic imperialism in the global African diaspora, in general, and in the United States, Senegal, and Ghana, in particular. Using music as a political and aesthetic expression against Empire, the course explores the potential and limits of African urban hip-hop to offer disenfranchised masses, especially people of African descent, possibilities to critique and delink from coloniality in their everyday lives. Hip-hop will be studied as a means to create links and spaces of solidarity between African descendants and economically disenfranchised peoples from the Global North and the Global South. The ultimate goal is to question dominant narratives and create a transformative consciousness about economic and cultural globalization, immigration, identity, nation, nationality, democracy, human rights, and equality.

AFRS-3500-SGD, Rethinking Africa and the African Diaspora, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This course explores, and critically examines, the idea of "Africa" and the African diaspora from a decolonial perspective. Through an experiential engagement with the intellectual, social, and political characteristics of everyday life in Senegal, Ghana, and the United States, students carefully engage with dominant narratives about people of African descent in ways that critique colonial interpretations of Africa and move them toward a consciousness that decolonizes the "idea of Africa" and the African diaspora. Further, the course evaluates the ways in which this critical and experiential engagement with mainstream understandings of the meaning of "Africa" is essential to the decolonial futures of people of African descent.

ANTH-3500-SGD, Research Methods and Ethics, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

Drawing upon the myriad of in-country experiences, cultural encounters, conversations in homestays, and community observations, the Research Methods and Ethics course is primarily designed as a field-based course complemented by classroom lectures, assigned readings, and discussions facilitated by the academic director. The course relies on SIT's in-country professional network and academic and socio-cultural resources to structure assignments and field activities through which students practice and hone their skills in gathering, managing, and analyzing primary data.

FREN-1003-SGD, French Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around

recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-1503-SGD, French Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts,

moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-2003-SGD, French Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are

assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-2503-SGD, French Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-3003-SGD, French Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

FREN-3503-SGD, French Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This French language course provides the framework for consolidating your French language grammatical and communication competency. A course book created by the course instructor contains a variety of reading, grammar, writing, and discussion exercises designed and tailored to meet students' learning needs and strategies. Selected texts in French, complemented by discussion, also in French, offer a broad view on contemporary issues in Africa (including sociology, environment, politics, education, and development) as students hone French language acquisition. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments designed around recreational activities such as sports, song and dance, shopping, and cooking enhance language acquisition in interesting and engaging ways, build new vocabulary, and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of French in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. Further assessment will be used throughout the semester to assess progress.

ISPR-3000-SGD, Independent Study Project, 4 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The four-week Independent Study Project (ISP), scheduled in the final portion of the program, gives

students a unique opportunity to study a key aspect of urban culture in Senegal in depth. The ISP draws upon the knowledge and various skills gained from the thematic, language, and research methods and ethics seminars. Students will have worked with the academic director and various other in-country experts to develop their ISP proposals and to schedule interviews, arrange for translators if they will be required, and arrange other logistics that are essential to completing the ISP. They will also have developed the competence to act in culturally appropriate ways and to find resources in Senegal needed for ISP completion.

ITRN-3000-SGD, Internship and Seminar, 4 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

This course consists of a four-week internship with a local community or youth organization, artist, musician, filmmaker, research organization, business, or international NGO. The aim of the internship is to enable students to gain valuable professional experience and enhance their skills in an international work environment.

WOLO-1003-SGD, Wolof Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on

formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-1503-SGD, Wolof Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts,

moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2003-SGD, Wolof Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews

progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-2503-SGD, Wolof Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3003-SGD, Wolof Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

WOLO-3503-SGD, Wolof Language Study, 3 Credits

Spring 2023: Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Africa, South of the Sahara

The Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in

Senegalese society. Students spend thirty hours on formal classroom instruction and another thirty hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking, and treasure hunts enhance language acquisition in interesting and engaging ways, build new vocabulary and develop intercultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and students' use of Wolof in everyday life and field assignments throughout the semester. Students' language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

ANTH-3500-SFH, Research Methods and Ethics, 3 Credits

Spring 2023: South Africa: Community Health and Social Policy | Africa, South of the Sahara

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

IPBH-3000-SFH, Approaches to Community Health in South Africa, 3 Credits

Spring 2023: South Africa: Community Health and Social Policy | Africa, South of the Sahara

An interdisciplinary course conducted in English. Students gain exposure to essential social, historical, and political features of South Africa to provide a common frame of reference to engage with the program theme. Through lectures from academics at the University of KwaZulu-Natal, readings, and selected site visits, students critically examine topics related to health promotion and provision, including the pharmaceutical industry, traditional healing, rural health and social justice, and the role of the media in promoting, communicating, or influencing health issues in South Africa.

IPBH-3005-SFH, Social Determinants of Health in South Africa, 3 Credits

Spring 2023: South Africa: Community Health and Social Policy | Africa, South of the Sahara

Through a combination of lectures, practicum experience, appropriate readings, and site visits in urban and rural locales, students examine the practice of prevention and promotion of healthcare, come to understand healthcare delivery in rural South Africa, and examine and assess specific health issues in South Africa and how they are being targeted or addressed.

ISPR-3000-SFH, Independent Study Project, 4 Credits

Spring 2023: South Africa: Community Health and Social Policy | Africa, South of the Sahara

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

ITRN-3000-SFH, Internship and Seminar, 4 Credits

Spring 2023: South Africa: Community Health and Social Policy | Africa, South of the Sahara

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

ZULU-1003-SFH, isiZulu, 3 Credits

Spring 2023: South Africa: Community Health and Social Policy | Africa, South of the Sahara

The emphasis is on beginning speaking and comprehension skills through classroom and field

instruction. Practice with host family members during the homestays augments formal instruction.

AFRS-3000-SFP, Multiculturalism and Human Rights in South Africa, 3 Credits

Spring 2023: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

An interdisciplinary course conducted in English with required readings, examining 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.

ANTH-3500-SFP, Research Methods and Ethics, 3 Credits

Spring 2023: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

The Research Methods and Ethics course enables students to understand field-based learning techniques, critical ethical issues involved in research and internships, and the requisite knowledge and skills to effectively carry out mentored independent research or an internship placement in Cape Town. Material includes cross-cultural adaptation and skills building; project/internship selection; appropriate methodologies and approaches; field study/work ethics and the World Learning/SIT Human Subjects Review Policy for both research and internship placements.

ISPR-3000-SFP, Independent Study Project, 4 Credits

Spring 2023: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

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

ITRN-3000-SFP, Internship and Seminar, 4 Credits

Spring 2023: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will write an internship proposal, complete an ethics review process, and spend 30 hours a week interning with a local organization. Regular seminars and reflection sessions will assist in navigating and contextualizing the internship experience. A final internship report will incorporate their learning and experiences.

SOCI-3000-SFP, Narratives of Identity and Social Change, 3 Credits

Spring 2023: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

An interdisciplinary course conducted in English, investigating social change in education, language use, land, social justice organizations, party politics, rural development, social welfare NGOs, and tourism in three cultural contexts: Xhosa, Coloured, and Afrikaner. Critical identity markers beyond race in post-apartheid South Africa — which cut across these cultural contexts — such as gender, sexuality, class, or generational or political affiliation, for example, are also examined and analyzed with respect to their experiences and meaning in contemporary society.

XHOS-1003-SFP, isiXhosa, 3 Credits

Spring 2023: South Africa: Multiculturalism and Human Rights | Africa, South of the Sahara

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. In addition, students receive introductory oral Afrikaans instruction.

ANTH-3500-SFD, Research Methods and Ethics, 3 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

A course in the concepts of learning across cultures and from field experience. The seminar provides an introduction to an Independent Study Project or internship and related material, including cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and

interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

ISPJ-3000-SFD, Independent Study Project in Journalism (ISPJ), 4 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

The Independent Study Project in Journalism is conducted in an approved location in South Africa appropriate to the story being covered. Students execute a full-length feature (in the media format in which they have the most experience), which will be considered for publication or broadcast in the US and South Africa. Students have the rare opportunity to work in partnership with early-career journalists at The Times Media Group in Cape Town and Johannesburg. In this way, professional journalists provide students with hands-on advice and mentoring at every stage of story development.

ISPR-3000-SFD, Independent Study Project, 4 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

Conducted in Durban or in another approved location appropriate to the project. Students may choose to complete either a research-based or practicum-based Independent Study Project, the former being a traditional research paper and the latter emerging from a practicum with an affiliated organization working in social and/or political transformation. Sample topic areas: HIV/AIDS in South Africa; peace efforts in KwaZulu-Natal; democracy as defined by South Africans; education policy reform and implementation; the prison

system in South Africa; independent churches and religion; the role of online media content in South Africa; trade unions and their alliance with the African National Congress; township jazz and political resistance; Islam and Durban's Indian community in contemporary South Africa; land reform; Zulu traditional healing and Western medicine; Afrikaner identity.

ITRN-3000-SFD, Internship, 4 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

This course consists of a four-week internship with a national or international organization that is working on reconciliation and peacebuilding within the South African context. The internship enables students to obtain skills and knowledge in methods, principles of, and obstacles to promoting racial reconciliation and peace within societies that have been highly polarized by racialized social welfare policies and racialized national politics, as was the case in South Africa for many decades.

JOUR-3500-SFD, Field Ethics of Journalism in South Africa, 3 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

This course provides students with the necessary background in the highest standards of journalism ethics, both conceptual and experiential, to prepare them to produce a major feature story in South Africa. In addition to two introductory modules on the context of fieldwork in South Africa, the course includes a module on a) journalism ethics, b) an overview of laws affecting the practice of journalism in South Africa and the legal milieu

in which journalists in South Africa operate, c) ongoing reporting assignments, and d) pitching a professional story on an important issue in the South Africa. This becomes the subject of the student's Independent Study Project in Journalism (ISPJ).

POLI-3000-SFD, Memory and Reconciliation in South Africa, 3 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

An interdisciplinary seminar conducted in English focusing on 1) the challenges of transition; 2) remembering the past through individual and popular memory; and 3) the challenges and processes of reconciliation and the current state of the nation, through an exploration of the Truth and Reconciliation Commission (TRC), among other approaches, in a fledgling democracy. The course aims to provide students with a solid grasp of the historical background of South Africa's apartheid system; contemporary developments leading to the dismantling of that system; the visions for post-apartheid South Africa; the political, economic, and social structure of the future South Africa; and the role of memory in healing the trauma of the past.

SDIS-3000-SFD, Development, Transformation, and Nation Building, 3 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

An interdisciplinary seminar conducted in English focusing on 1) development in South Africa; 2) nation building explored through education and the media in

South Africa; and 3) gender and social change. A central premise of this course is the interconnected nature of issues of development and nation building in South Africa; as such, when focusing in the first instance upon issues of development, students will also consider how the issue impacts and is shaped by specific patterns of nation building. Core themes addressed in this course include the evolution from the Reconstruction and Development Program (RDP) to a developmental state, and the role of civil society, education, and media in the goal of nation building.

ZULU-1003-SFD, isiZulu, 3 Credits

Spring 2023: South Africa: Social and Political Transformation | Africa, South of the Sahara

Emphasis is on beginning speaking and comprehension skills through classroom and field instruction. The course aims to develop conversational abilities in isiZulu and provide greater insight into various aspects of Zulu culture through discussions and excursions.

ITRN-3000-SFV, Virtual Internship & Seminar, 4 Credits

Spring 2023: South Africa: Virtual Internship in Diplomacy, Conflict Resolution & International Relations | Africa, South of the Sahara

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions,

seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ENVI-3000-TZE, Wildlife Conservation and Political Ecology Seminar, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

An interdisciplinary course conducted in English, with required readings, examining the relationships between socioeconomic objectives, ecological parameters, and cultural transitions from multi scale/actor perspectives in various Tanzanian landscapes. Lecturers are drawn from institutions such as the Sokoine University of Agriculture, the Tanzania Wildlife Research Institute, and various nongovernmental organizations.

ENVI-3500-TZE, Environmental Research Methods and Ethics, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

A course 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. Topics include an introduction to the Independent Study Project; environmental field study ethics; and the World Learning/SIT Human Subjects Review Policy. Specific qualitative field study methods include designing research projects; writing a research proposal; interviewing; surveys; participatory rural appraisal techniques; maintaining a field study journal; and data set analysis. Specific ecological field study methods include micro- and macrohabitat analysis; wildlife population sampling and analysis; fauna and flora identification; animal behavior; geographic information systems; and statistical analysis of data sets.

ISPR-3000-TZE, Independent Study Project, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

Conducted in Arusha, Moshi, or surrounding areas or, with program approval, in other parts of Tanzania. Sample topic areas: impact of tourism on local cultures or the natural environment; perspectives on management options in designated wildlife areas; environmental education; soil conservation in Mayo Village; body modifications among Maasai at Ngare Sero; behavior of Colobus guereza in selected forests; canopy and habitat use in sympatric primate species; modernized farming methods in Mgwashi; Arusha youths' views on population and the environment; vegetation analysis of elephant damage at Ndarakwai Ranch.

SWAH-1004-TZE, Beginning Kiswahili, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

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

SWAH-1504-TZE, Beginning Kiswahili, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

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

SWAH-2004-TZE, Intermediate Kiswahili, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

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

SWAH-2504-TZE, Intermediate Kiswahili, 4 Credits

Spring 2023: Tanzania: Wildlife Conservation and Political Ecology | Africa, South of the Sahara

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

ENVI-3000-TZZ, Coastal Ecology and Natural Resource Management Seminar, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

An interdisciplinary course conducted in English, with required readings, examining coastal ecology and natural resource management in Zanzibar, Pemba, and coastal Tanzania. Lecturers are drawn from institutions such as the University of Dar es Salaam and its affiliate, the Institute of Marine Sciences in Zanzibar.

ENVI-3500-TZZ, Environmental Research Methods and Ethics, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

A course in environmental research methods and ethics concerning both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data in order to critically understand and evaluate program-related environmental issues. The course includes an introduction to the Independent Study Project and reviews of environmental field study ethics, and the

World Learning / SIT Human Subjects Review Policy.

Topics addressed include research project design, interviewing, conducting surveys, and maintaining a field journal. Specific ecological research methods may include fauna and flora identification, population analysis, animal behavior, biodiversity monitoring, and habitat analysis.

ISPR-3000-TZZ, Independent Study Project, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-1004-TZZ, Beginning Kiswahili, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

intermediate classes, with further language practice during homestays, lectures, and excursions.

SWAH-1504-TZZ, Beginning Kiswahili, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-2004-TZZ, Intermediate Kiswahili, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

SWAH-2504-TZZ, Intermediate Kiswahili, 4 Credits

Spring 2023: Tanzania: Zanzibar Coastal Ecology and Natural Resource Management | Africa, South of the Sahara

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

AFRS-3000-UGD, Contemporary Global Development, 3 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

This integrative, interdisciplinary course introduces theories and paradigms of development and concepts of globalization. The course draws on key case studies to illustrate and examine the tensions, contradictions, and intended and unintended consequences of the global development agenda. Key themes and case studies will include theories and paradigms of development, a recent history of global development, economic liberalization and development, the environment, people and food, Kyoto protocols, reforestation and agrarian transitions, governance, politics and economic liberalization, industrial- and GMO-driven farming versus organic farming, global development in post-conflict contexts (Rwanda), health and development, fishing crisis on lake Victoria (tensions between multinational agendas and local needs). Lectures are held at Makerere University, the SIT center, and related sites inside and outside Kampala and given by professors from Makerere University and experts from private nongovernmental organizations and cultural institutions. Assignments integrate readings, lectures, processing sessions, field trips, and/or in-class discussions.

AFRS-3500-UGD, Human and Community Development, 3 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

This course equips students with key knowledge and skills related to the conceptualization, planning, and implementation of micro-human and community development projects in settings such as Uganda. The course introduces students to the core issues in community analysis and assessment, perceptions of development and wellbeing in local people's realities, and how local participation in project design and implementation can be enhanced. The course also introduces students to methods and tools of policy analysis, development of action plans, and tools for monitoring and evaluation.

AFRS-3550-UGD, International Business in the Developing World, 3 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

This course examines the historical development of business in Uganda, business formalization and informalization, and business finance in the developing world using Uganda as a case study, business turnover/failure, models and importance of corporate social responsibility, and models and outcomes of public/private partnerships. Two assigned texts provide students with literature and insights critical of the neo-liberal free market model, which has formed the bedrock of Uganda's economic development policy in Uganda, as a way to contribute to debate and critical perspectives.

ANTH-3500-UGD, Research Methods and Ethics, 3 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

The Research Methods and Ethics course is designed to prepare students to undertake independent field-based research or a practicum experience within a development organization setting in Uganda. The course provides the theoretical and practical frameworks to facilitate successful adjustment to life in Uganda and to enhance student capacity to accomplish challenging tasks in new and unfamiliar settings, while conducting field research or engaging in a practicum that is ethically, methodologically, and analytically sound. The course prepares students for either a research- or internship-based ISP experience using readings or activities designed to build skills in qualitative research methods, including rapid rural appraisal and participatory methods, as well as project selection and refinement. Finally, students consider the norms and expectations of ethical field engagement and reciprocity, while reflecting critically on their role as "outsiders" in the development process.

ISPR-3000-UGD, Independent Study Project, 4 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

Students may choose to pursue a research-based Independent Study Project (ISP) conducted in Uganda in an approved location appropriate to the project. In consultation with the academic director, the ISP can be completed in Kampala or other areas of Uganda, and helps to integrate the information gained through the Development Studies and the Research Methods and Ethics courses and, as appropriate, Luganda language

studies. The ISP provides the opportunity to analyze development theories using data and reflections from field-based experience. Regular sessions are coordinated for students to share their progress, challenges, and experiences with each other and with faculty mentors in order to become more effective researchers and consultants. 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.

ITRN-3000-UGD, Internship and Seminar, 4 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

Popular discourse of the 1990s and early 2000s portrayed Uganda as a successful development case. Progress in the women's emancipation, microfinance, democracy, human rights and civil liberties, HIV/AIDS awareness, and poverty reduction attracted attention of international development agencies and scholars. This internship experience is intended to place students in organizations that work on a myriad of these development issues as a way to enable them to appreciate the history, complexity, challenges, and opportunities of international development from the vantage point of their internship placement.

LUGA-1003-UGD, Luganda, 3 Credits

Spring 2023: Uganda: Global Development Studies | Africa, South of the Sahara

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. Given its location in Kampala, where Luganda dominates, the program focuses on Luganda as the primary local lingua franca to best facilitate interactions and cross-cultural communication. The course is organized by a language coordinator and taught by a staff of native speakers experienced in teaching Luganda as a foreign language, with an emphasis on cross-cultural communication. Language learning consists of 45 hours of formal instruction. Luganda study is reinforced through the homestay experience and various participatory and interactive assignments. Language instruction may also include simulations and field trips to supplement classroom learning.

ENVI-3000-ASE, Rainforest, Reef, and Cultural Ecology Seminar, 6 Credits

Spring 2023: Australia: Rainforest, Reef, and Cultural Ecology | Asia and the Pacific

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

ENVI-3500-ASE, Environmental Field Study Seminar, 4 Credits

Spring 2023: Australia: Rainforest, Reef, and Cultural Ecology | Asia and the Pacific

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

ISPR-3000-ASE, Independent Study Project, 6 Credits

Spring 2023: Australia: Rainforest, Reef, and Cultural Ecology | Asia and the Pacific

Students spend the last five weeks of the program conducting original, independent research on a subject of their choice at a location appropriate to your topic. For many students, the independent study project (ISP) is the highlight of their academic experience in Australia. It allows students to take the information they acquire from thematic coursework and field study and use it to design, implement, analyze, and write a scientifically valid research report. Through students' own initiative, they will network and collaborate with Australian experts. Many students have made lasting professional connections during their ISP.

ANTH-3500-ASM, Research Methods and Ethics, 3 Credits

Spring 2023: Australia: Sustainability and Environmental Action | Asia and the Pacific

A course in the concepts of learning across cultures and from field experience and the development of the research skills necessary to undertake either an Independent Study Project or an internship. Material includes cross-cultural adaptation and skills building; project selection and refinement; writing a research proposal; referencing; appropriate methodologies such as interviewing, surveying, observation, and content analysis; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; gathering, organizing, analyzing, and communicating data; and maintaining a work journal.

ENVI-3000-ASM, Sustainability and Environmental Action Seminar, 8 Credits

Spring 2023: Australia: Sustainability and Environmental Action | Asia and the Pacific

An interdisciplinary course focusing on an analysis of efforts to pursue sustainability in Australia. The course is designed to empower students to make a positive contribution to making societies more sustainable.

ISPR-3000-ASM, Independent Study Project, 5 Credits

Spring 2023: Australia: Sustainability and Environmental Action | Asia and the Pacific

Conducted in northern New South Wales or in another approved location appropriate to the project. Students may undertake a traditional research project or, alternatively, produce a creative piece (e.g., art, film, creative writing). All projects must relate to sustainability. A number of students have pursued highly successful creative ISPs, but students must apply for permission to undertake creative ISPs, and this will only be granted if the student can prove that s/he has adequate pre-existing skills. For example, if a student is majoring in the medium (e.g., creative writing), we accept that as evidence of pre-existing skills; otherwise, we ask them to provide proof of his/her skills, such as writing awards, exhibitions of work, and publication of work. For more information, please inquire with the admissions counselor.

For many students the ISP is the highlight of their academic experience in Australia. The ISP allows students to apply the knowledge and skills they have obtained throughout the semester to a sustainability issue. They will work with an assigned advisor to develop a proposal and will spend the last five weeks of the program in the field and writing up their report. Projects can be undertaken anywhere in Australia that is appropriate and safe.

ITRN-3000-ASM, Internship and Seminar, 5 Credits

Spring 2023: Australia: Sustainability and Environmental Action | Asia and the Pacific

This seminar consists of a five-week internship with an environmental nonprofit organization or a government department or agency focused on environmental issues. Permission may be granted to undertake an internship with a for-profit entity, but this will only be given if the entity is primarily focused on environmental outcomes. The aim of the internship is to enable the student to gain

valuable work experience in the field of sustainability and to enhance their skills in an international work environment. In consultation with their internship organization and their SIT internship advisor, students will identify a project focus and internship supervisor. A minimum of 150 hours must be spent working for the organization. Students will complete an internship and submit a paper in which they discuss the overall structure and work of the organization, process their learning experience on the job, and analyze their focus topic. The paper must also document a comprehensive schedule and the specific skills and knowledge acquired through the experience and how the student intends to apply these skills and knowledge upon return to the United States. A focus will be on linking internship learning with the program's theme of sustainability.

ANTH-3500-INH, Field Methods and Ethics in Social Science and Health, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

The concepts and skills introduced in Field Methods and Ethics unite and reinforce all other program components and are put to the test through the execution and successful completion of an Independent Study Project or internship. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal. The Field Methods and Ethics course examines public health indicators and helps students understand why some indicators are selected or important. The course includes helping students understand how and why studies are conducted in health

and human rights; considerations for conducting such studies, including human subjects and ethical issues central to the World Learning / SIT Human Subjects Review Policy; and how students can use public health data to acquire a better understanding of what is happening in the target society or community. Students are expected to develop competence in the following areas: self-orientation in a new environment, ethical comportment appropriate for researchers working with human subjects, and methodological approaches to conducting fieldwork or an academic internship.

HIND-1003-INH, Beginning Hindi, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-1503-INH, Beginning Hindi, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-2003-INH, Intermediate Hindi, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation,

including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-2503-INH, Intermediate Hindi, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-3003-INH, Advanced Hindi, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class

as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

HIND-3503-INH, Advanced Hindi, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Emphasis is on 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. It is expected that students will take the opportunity to make rapid progress in both speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. Although we expect that dedicated students will acquire a strong, functional ability to communicate in Hindi, students wishing to interact substantively with Hindi speakers should nevertheless expect extensive collaboration with a translator for their Independent Study Project (ISP). Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

IPBH-3010-INH, Public Health: Key Determinants, Gender, and Equity, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

This course explores the theoretical link between access to and reliance on Indian public health services and the conceptions of gender justice and community efforts in realizing right to health of individuals and communities in an Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable — and most vital — members: women and children. Indian health indicators show that women contract/experience additional illnesses due to a variety of factors, especially lack of information regarding health and limited access to health services. Discriminatory social practices, from sex selective abortions to malnourishment and maternal mortality, perpetuate inequitable health outcomes and impair women's abilities to lead healthy lives. To understand how public health policy can be formed and changed to address such sociocultural biases, students learn about the context of India and how local, national, and global actors currently interact with social systems. In particular, students investigate the ways in which India's rigid social hierarchy leads vast numbers of severely impoverished, malnourished, and marginalized groups and communities to be denied access to appropriate healthcare. The sociocultural context of the delivery of healthcare is examined in order to magnify the complex intersection between age, gender, ability, caste, and rural/urban context in creating vulnerable communities. Excursions to and workshops in urban and rural areas will provide context for understanding the nuances of public health and human rights. Conditions permitting, these unique areas may include Bahaich, Goa, Udaipur, Varanasi, Jamkhed, Dharamsala, and Bangkok and rural Thailand.

IPBH-3020-INH, Health Rights Advocacy in South Asia, 3 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

This course gives students firsthand exposure to the challenges and triumphs intrinsic in NGO and public health work. During this course, students explore Indians' and Thais' access to and reliance on public and private healthcare services. Through lectures, excursions to Bangkok and Bahaich, and active hands-on participation in a one-week workshop with an NGO in India, students observe healthcare systems themselves and interact with local experts and communities to understand realities of the delivery and uptake of health services in India and Thailand. This course substantiates academic study by placing students in a variety of venues and regional locales to observe and experience the delivery of health services firsthand. Students participate in a Public Health Capacity Building Workshop, which places students with an organization or individual who is working for positive change in the field of public health in India.

ISPR-3000-INH, Independent Study Project, 4 Credits

Spring 2023: India: Public Health, Gender, and Community Action | Asia and the Pacific

Conducted in North India or in another approved location. Sample topic areas: holistic healthcare in Ayurveda and yoga, international, national, and regional responses to epidemics and pandemics; health equity and disability; major public health challenges of diseases such as TB, malaria, and polio; access to reproductive and children's health; incentive strategies and health outcomes production; health financing; impact of globalization on public health; health planning and management; privatization of medical services and health tourism. The Independent Study Project culminates in a research paper and presentation.

ANTH-3500-IND, Field Methods and Ethics, 3 Credits

Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific

A course on research methods and ethics in conducting independent social science field studies in the cross-cultural context of India. Topics include cross-cultural adaptation and skills building; selecting and refining projects; using appropriate methodologies; field study ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in designing research, writing proposals, choosing relevant methods, observing and interviewing; gathering, organizing, and communicating data; and maintaining a fieldwork journal.

ASIA-3010-IND, Development Approaches and Distributive Justice, 3 Credits

Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific

This course provides a strong foundation on various aspects of Indian society and builds critical perspectives on post-1990s Indian development experience and its impact on rural and urban India, along with the additional challenge posed by climate change. Keeping land and natural resources central to human well-being, the course provides reflection and analysis of the social justice and sustainability issues of contemporary India and the world.

ASIA-3020-IND, Sustainable Futures: India and Beyond, 3 Credits

Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific

This course exposes students to various frameworks for rethinking development in the context of India and beyond, with the potential to change perspectives and worldviews in the search for sustainable futures. The course enables students to critically reflect on the self, the community, and society and their roles in shaping global change. Students will learn the emerging alternatives to mainstream development paradigms in India and develop their theoretical and conceptual framework for thinking and acting towards a sustainable future.

HIND-1003-IND, Beginning Hindi, 3 Credits

Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-1503-IND, Beginning Hindi, 3 Credits

Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific

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

HIND-2003-IND, Intermediate Hindi, 3 Credits**Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific**

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

HIND-2503-IND, Intermediate Hindi, 3 Credits**Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific**

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

HIND-3003-IND, Advanced Hindi, 3 Credits**Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific**

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

HIND-3503-IND, Advanced Hindi, 3 Credits**Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific**

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

ISPR-3000-IND, Independent Study Project, 4 Credits**Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific**

Conducted in approved field sites across India, the Independent Study Project is an opportunity to delve more deeply into a field study topic of choice. Sample topic areas: theater for social change; traditional women's crafts and the modern market; Indian wildlife conservation and international nongovernmental organization involvement; irrigation and water management issues; a critical analysis of elephant tourism; call centers as the job of the educated future; marketing culture and Rajput identity; microfinance and women's empowerment; language and literacy; a comparison of traditional and mass production of Indian textiles.

ITRN-3000-IND, Internship and Seminar, 4 Credits**Spring 2023: India: Sustainable Development and Social Change | Asia and the Pacific**

This four-week internship provides an opportunity for students to intern with diverse national, international, and community-based nongovernmental organizations and other private entities working on various issues related to environment and development, rural and

urban livelihood generation, environmental awareness and advocacy, women's empowerment, ecological agriculture, sustainable mountain development, implementation and monitoring of federal programs for social security, etc. The key focus is to nurture and support students as they explore and/or build on their individual career interests. In the process, students will have opportunities to build professional networks, apply new knowledge of development and social change in India, including soft skills in an organizational or community setting. While conducting the internship, students participate in weekly debriefing sessions, typically conducted online, and write two progress reports. The internship culminates in a final paper and presentation, which detail the organization and its approaches to development and reflects on the internship experience and how it relates to the program theme.

ITRN-3000-INE, Virtual Internship & Seminar, 4 Credits

Spring 2023: India: Virtual Internship in Environment, Development & Sustainability | Asia and the Pacific

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to

provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ANTH-3500-ABR, Field Methods and Ethics, 3 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

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

ASIA-3000-ABR, Arts, Religion, and Social Change Seminar, 3 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

An interdisciplinary course conducted in English, with required readings, that draws connections between contemporary Indonesian society, politics, and economy

with the historical traditions apparent in everyday life, be it urban, village, or rural. Students also explore the dynamic ways in which Balinese identity and traditional arts are changing, in response to the pressures of globalization and increased Balinese engagement with global networks. Lecturers are drawn from institutions such as the Faculty of Letters of Udayana University, Universitas Pendidikan Ganesha, Universitas Gadjah Mada, and local NGOs. Educational excursions are an integral part of this course, and attendance at evening and weekend temple ceremonies and performances is sometimes required.

INDO-1006-ABR, Beginning Bahasa Indonesia, 6 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-1506-ABR, Beginning Bahasa Indonesia, 6 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country

evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-2006-ABR, Intermediate Bahasa Indonesia, 6 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-2506-ABR, Intermediate Bahasa Indonesia, 6 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-3006-ABR, Advanced Bahasa Indonesia, 6 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

INDO-3506-ABR, Advanced Bahasa Indonesia, 6 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

ISPR-3000-ABR, Independent Study Project, 4 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

Conducted at an approved location in Bali, Java, and other parts of Indonesia appropriate to the project. Sample topic areas: the ritual significance of gamelan music and Balinese dance; contemporary youth culture and street art; painting in the Ramayana tradition; the social-political relation of government and religion; environmental challenges of global tourism; the representation of myth in public art; traditional healing arts and modern medicine; the export of Balinese culture via tourism; traditional village life and governance; gender and economic change; irrigation management in rural Bali; the aesthetics of religious tradition in Bali; the role of women in contemporary Islamic communities of Java.

ITRN-3000-ABR, Internship and Seminar, 4 Credits

Spring 2023: Indonesia: Arts, Religion, and Social Change | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme. The internship course includes a module designed to help students build a foundation on which to engage in the internship experience.

ANTH-3500-MFR, Research Methods and Ethics, 3 Credits

Spring 2023: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

Through a carefully designed sequence of field projects, workshops, and related lectures, this course prepares students for either an independent research project or an internship. Knowledge will culminate in each student's successful completion of an individually designed and executed Independent Study Project or internship at the end of the semester.

ASIA-3010-MFR, Geopolitics and Development Trends, 3 Credits

Spring 2023: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

This interdisciplinary course focuses on Mongolia's path to political and economic development and the country's current strategies for external relations and internal growth strategies. With special attention to Mongolia's location between China and the Russia, this course discusses government policies for international investment and the shifting political discourses about domestic investment that form the background of Mongolia's development trajectory, including food safety and security and academic and economic cooperation with Mongolia. Educational excursions are an integral part of this course, and lecturers are drawn from local universities, research institutes, and NGOs and private entities both in Mongolia and Siberia, Russia.

ASIA-3020-MFR, Pastoralism and Natural Resource Management, 3 Credits

Spring 2023: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

This interdisciplinary course, with required readings and relevant educational excursions, focuses on Mongolia's nomadic population and the impact of political, social, and economic transformations and national resource management policies, ranging from wildlife to resource extraction to water quality and conservation, on Mongolia's social, cultural, and physical environments, including ecological zones of Lake Baikal region in East Siberia, environmental challenges facing populations in each zone, and their interrelationship across international borders. Lecturers are drawn from local universities, government agencies, and NGOs and private entities both in Mongolia and Siberia, Russia.

ISPR-3000-MFR, Independent Study Project, 4 Credits

Spring 2023: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

Conducted in an approved location in Mongolia appropriate to the project. Sample topic areas: the concept of national security in Mongolia; nomadic organization in transition; cashmere trade and cultural interaction with China and Russia; Buddhist debate and monastic education; Buddhist painting, sculpture, and architecture; symbols of collectivism and pastoralism in daily life; the shagai tradition; cultural perceptions of Mongolian medicinal plants; commodity production and regional politics; analysis of the environmental impacts of mining; maternal healthcare, motherhood, and birth in Ulaanbaatar; the Mongolians of Kazakh descent and their place in modern Islam.

ITRN-3000-MFR, Internship and Seminar, 4 Credits

**Spring 2023: Mongolia and Siberia: Nomadism,
Geopolitics, and the Environment | Asia and the Pacific**

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable experience and to enhance their skills in an international environment. Students will complete an internship and engage in a weekly seminar (typically online), write weekly progress reports, and prepare a final paper and presentation that reflects on the internship learning experience and ties that experience to program's themes. The internship seminar includes a module titled Internship in the Context of Mongolia, which is designed to help students build a foundation on which to engage in the internship experience.

MONG-1003-MFR, Beginning Mongolian, 3 Credits

**Spring 2023: Mongolia and Siberia: Nomadism,
Geopolitics, and the Environment | Asia and the Pacific**

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

MONG-1503-MFR, Beginning Mongolian, 3 Credits

**Spring 2023: Mongolia and Siberia: Nomadism,
Geopolitics, and the Environment | Asia and the Pacific**

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

MONG-2003-MFR, Intermediate Mongolian, 3 Credits

**Spring 2023: Mongolia and Siberia: Nomadism,
Geopolitics, and the Environment | Asia and the Pacific**

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

MONG-2503-MFR, Intermediate Mongolian, 3 Credits

**Spring 2023: Mongolia and Siberia: Nomadism,
Geopolitics, and the Environment | Asia and the Pacific**

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

students arrive in Mongolia and continues during field excursions.

MONG-3003-MFR, Advanced Mongolian, 3 Credits

Spring 2023: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

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

MONG-3503-MFR, Advanced Mongolian, 3 Credits

Spring 2023: Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | Asia and the Pacific

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

ANTH-3500-NPR, Field Methods and Ethics, 3 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

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

DVST-3000-NPR, Development, Gender, and Social Change in the Himalaya, 3 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Using gender as a lens for engaging with development theory and practice, the seminar examines historical and contemporary Nepal and the social, political, cultural, environmental, and economic forces — both internal and global — that have shaped and continue to define the country. Lecturers are a cross-section of Nepali society, including activists and experienced academics drawn from academic institutions such as Tribhuvan University, Kathmandu University, and the Fulbright Commission. Site visits to nongovernmental organizations may include rights and development agencies like MITINI Nepal, ICIMOD, and Teach4Nepal, among others.

ISPR-3000-NPR, Independent Study Project, 4 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

At the end of the program, you will spend four weeks working on an Independent Study Project (ISP), pursuing original research on a topic of interest to you. The ISP is conducted in Kathmandu or, conditions permitting and with program approval, in other parts of Nepal, and is an opportunity for students to conduct firsthand, meaningful, and original field study projects. Sample topic areas include ecotourism and its effect on wildlife management; geographies of development; preservation of temple architecture and heritage sites; water scarcity in Kathmandu valley; statelessness and discourse on citizenship; community forestry; migration and population issues; rural development and aid; and women's health challenges. A large number of students have gone on to use their ISPs as the basis for further research under Fulbright fellowships in Nepal or in securing professional positions with NGOs, the State Department, and the United Nations.

ITRN-3000-NPR, Internship and Seminar, 4 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

This seminar consists of a four-week internship and weekly academic seminar. The aim of the internship is to enable the student to gain valuable experience, enhance their skills in an international environment, and reflect more deeply on key program themes. The internship experience may be with a local community-based development organization, research organization, human rights and advocacy organization, international NGO, or organization working for food security and sustainable development. The internship seminar meets weekly (typically online) so students can reflect on the internship experience, and it includes complementary readings,

weekly progress reports, and a final paper and presentation linking the internship learning experience to the program's theme. The internship seminar includes a module titled Internship in the Context of Nepal, which is designed to help students build a foundation on which to engage in the internship experience. SIT academic internships are hands-on and reflective.

NEPA-1506-NPR, Beginning Nepali: Intensive, 6 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

These fun, interactive courses help students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction combined with practice in reading and writing the Devanagari script. Classes are taught two-and-a-half hours daily. The expert instructors are native speakers with many years of teaching and teacher training experience with SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning, which helps facilitate ISP research and internships during the final month of the program.

NEPA-2506-NPR, Intermediate Nepali: Intensive, 6 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

These fun, interactive courses help students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction combined with practice in reading

and writing the Devanagari script. Classes are taught two-and-a-half hours daily. The expert instructors are native speakers with many years of teaching and teacher training experience with SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning, which helps facilitate ISP research and internships during the final month of the program.

NEPA-3506-NPR, Advanced Nepali: Intensive, 6 Credits

Spring 2023: Nepal: Development, Gender, and Social Change in the Himalaya | Asia and the Pacific

These fun, interactive courses help students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction combined with practice in reading and writing the Devanagari script. Classes are taught two-and-a-half hours daily. The expert instructors are native speakers with many years of teaching and teacher training experience with SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning, which helps facilitate ISP research and internships during the final month of the program.

ANTH-3500-NPT, Field Methods and Ethics, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project and Internship and Seminar. Material

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

ASIA-3010-NPT, Religious Change in Tibet and the Himalaya, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

This course explores religious preferences among Himalayan peoples in the midst of the region's colorful diversity. Tibetan Buddhism is examined in relation to the broader Tibetan(-oid/-ish) cultural sphere and civilization, incorporating but not limited to the realms of politics (including the "Tibet issue") and of ritual. The course goes beyond the typical focus on Himalayan culture in terms exclusively of a core Tibetan Buddhism. Instead, students investigate varieties of beliefs and practices among different groups of people, e.g., other Buddhism(s) such as that of the Newars, the sole surviving continuous tradition of Indian Buddhism; Indian tantra; Hinduism in the Kathmandu Valley; Islam in Tibet and South Asia; and Bön and pre-Buddhist Himalayan traditions. Furthermore, the course assesses how emerging systems such as secularism and spiritual materialism, whether or not sprung from Communist ideologies, also play determining roles across the region.

ASIA-3020-NPT, The Politics of Tibetan and Himalayan Borders, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

This course traces Tibetan history from current political dynamics back to ancient times. The course challenges the prevalent analysis of Tibetan(-oid/-ish) politics synchronically and in emic terms, disconnected from change, larger dynamics, and regional events. Individual political systems are examined, such as the Tibetan government in exile and the birth throes of the projected Nepalese constitution. This course also examines the politics inherent in processes of everyday life in an exile community, covering themes such as individual articulations of identity as well as the politics of language and of religious practice. Students examine politics on the geopolitical scale, including the significance of various regions in the Himalayas as well as the maneuvering between Asia's giants, India and China. Through examination of current conditions in Tibet, students are asked to reflect on and reconceptualize ideas of power, autonomy, authority, and vulnerability on individual, group, and state levels.

ISPR-3000-NPT, Independent Study Project, 4 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Conducted in Tibetan and Himalayan communities in Nepal, in Dharamsala, India (where there is a branch SIT program center and resident program assistant), or in another approved location appropriate to the project. Sample topic areas: the politics of language and education in Tibetan communities; reflections from former political prisoners; youth identity in the Tibetan diaspora; traditional Tibetan medicine; the reemergence of the Bön tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; the economy of Sherpas and mountaineering tourism; a case study of a

traditional Buddhist college; nuns and Tibetan female mystics; the changing status of women in Buddhist monastic life; migration and Tibetan exile settlements.

ITRN-3000-NPT, Internship and Seminar, 4 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable experience and to enhance their skills in an international environment. Students will complete an internship and participate in a weekly seminar (typically conducted online), write progress reports, and submit a final paper and deliver a final presentation in which they process their learning experience. A focus of the seminar, including the final paper and presentation, will be on linking internship learning with the program's theme.

TIBE-1003-NPT, Beginning Tibetan, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking

areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-1503-NPT, Beginning Tibetan, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-2003-NPT, Intermediate Tibetan, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking

areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-2503-NPT, Intermediate Tibetan, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-3003-NPT, Advanced Tibetan, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking

areas (much of the Himalayas including Sikkim/Darjeeling).

TIBE-3503-NPT, Advanced Tibetan, 3 Credits

Spring 2023: Nepal: Tibetan and Himalayan Peoples | Asia and the Pacific

Oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction plus one-on-one sessions with a language partner in Tibetan language are given daily during the program period in Kathmandu, with less formal instruction while on excursion. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Optional Nepali language instruction is always provided, not least since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling).

NEPA-1003-NPN, Beginning Nepali, 3 Credits

Spring 2023: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training

is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Each lesson presents the situation, e.g. eating with host family, and the topic, e.g. food and socializing. Students learn to use a certain “dialogue” appropriate to the topic. Dialogues are used to assist in expressing needs, wants, questions, responding to questions, giving and asking opinions, and interviewing, etc. The course places

NEPA-1503-NPN, Beginning Nepali, 3 Credits

Spring 2023: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life.

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NEPA-2003-NPN, Intermediate Nepali, 3 Credits

Spring 2023: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as "official" languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

NEPA-2503-NPN, Intermediate Nepali, 3 Credits

Spring 2023: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as "official" languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

NEPA-3003-NPN, Advanced Nepali, 3 Credits

Spring 2023: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as "official" languages. The study of Nepali is the

first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

NEPA-3503-NPN, Advanced Nepali, 3 Credits

Spring 2023: Nepal: Virtual Nepali Language (Beginning & Intermediate) | Asia and the Pacific

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages. The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. The purpose of language training is communication. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

TIBE-1003-NPL, Beginning Tibetan, 3 Credits

Spring 2023: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. The primary objective of the online Introductory Tibetan language course is for students to develop oral skills that will allow them to communicate with members of different Tibetan communities. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Reading and writing skills are also introduced, since students are required to be able to read and write names and terms written in Tibetan script and/or scholarly transliteration (i.e. the Wylie system), even if their orthography and spelling remains a challenge. By the end of this course, students should be able to converse in beginning Tibetan in the context of interacting online with teachers and language partners, and to understand grammatical basics of the language and the ways it diverges from their native language. Students should gain the ability to employ Tibetan in appropriate cultural contexts (for example, using the honorific forms when speaking with elders).

TIBE-1503-NPL, Beginning Tibetan, 3 Credits

Spring 2023: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. The primary objective of the online Introductory Tibetan language course is for students to develop oral skills that will allow them to communicate with members of different Tibetan communities. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both

Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Reading and writing skills are also introduced, since students are required to be able to read and write names and terms written in Tibetan script and/or scholarly transliteration (i.e. the Wylie system), even if their orthography and spelling remains a challenge. By the end of this course, students should be able to converse in beginning Tibetan in the context of interacting online with teachers and language partners, and to understand grammatical basics of the language and the ways it diverges from their native language. Students should gain the ability to employ Tibetan in appropriate cultural contexts (for example, using the honorific forms when speaking with elders).

TIBE-2003-NPL, Intermediate Tibetan, 3 Credits

Spring 2023: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved intermediate level competence, this course will broaden colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to

food to politics. Your obvious sincere efforts to learn Tibetan will be applauded by Tibetans who see this effort as a sign of profound respect and cultural sensitivity. You will approach a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the three-week course.

TIBE-2503-NPL, Intermediate Tibetan, 3 Credits

Spring 2023: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved intermediate level competence, this course will broaden colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your obvious sincere efforts to learn Tibetan will be applauded by Tibetans who see this effort as a sign of profound respect and cultural sensitivity. You will approach a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the three-week course.

TIBE-3003-NPL, Advanced Tibetan, 3 Credits

Spring 2023: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan borderlands. Our online Advanced Tibetan language course is tailored to fulfil the need to acquire advanced Tibetan language skills in a short span of time. This course exposes students to advanced literary as well as to colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved advanced level competence, this course will broaden literary and colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your advanced deployment of Tibetan will be applauded by Tibetan speakers who see this achievement as a sign of particularly profound respect and cultural sensitivity. You will attain a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the course.

TIBE-3503-NPL, Advanced Tibetan, 3 Credits

Spring 2023: Nepal: Virtual Tibetan Language (All Levels) | Asia and the Pacific

Tibetan language is an important tool of communication to study and understand the Tibetan diaspora and Tibetans in Tibet, as well as Himalayans along the Tibetan

borderlands. Our online Advanced Tibetan language course is tailored to fulfil the need to acquire advanced Tibetan language skills in a short span of time. This course exposes students to advanced literary as well as to colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) by both Tibetans within Tibet and in exile, as well as by the many Himalayan peoples who have had a Tibetan-language education. Having achieved advanced level competence, this course will broaden literary and colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your advanced deployment of Tibetan will be applauded by Tibetan speakers who see this achievement as a sign of particularly profound respect and cultural sensitivity. You will attain a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the course.

ANTH-3010-WSR, Pacific Communities in Transition, 3 Credits

Spring 2023: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

This course explores challenges Pacific Island communities face as they transition from traditional societies to more modern globalized ones. It focuses on culture and values and examines how small island Pacific states have adapted to development, westernization, and, more recently, climate change. The course examines key aspects of traditional Pacific societies as well as the physical and historical forces that have shaped the Islands region of Oceania at large. Lectures are

complemented by orientation in Hawai'i and excursions in Samoa and Fiji.

ANTH-3500-WSR, Research Methods and Ethics, 3 Credits

Spring 2023: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

This course introduces students to learning across cultures and field experience, which prepares them for their Independent Study Projects. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning / SIT Human Subjects Review Policy. Students also develop contacts and find resources, practice observation and information gathering skills, organize and communicate research findings, present a mini-ISP, and maintain a work journal.

ISPR-3000-WSR, Independent Study Project, 4 Credits

Spring 2023: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

The Independent Study Project is an opportunity to conduct independent research in an appropriate location in Samoa. Sample topic areas: sustainable agricultural practices and their impact on local villages; youth culture, social change, and globalization; the impacts of climate change on livelihoods, language and sustainable agriculture, microfinance, social networks, and local impacts; poverty, food security and hardship in Samoa; perspectives on religious freedom; human rights, law, and Samoan traditions; the role of coconut products in the Samoan economy; indigenous business development.

PACI-3020-WSR, Climate Change and Resilience in Oceania, 3 Credits

Spring 2023: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

This course examines the relationship between climate and environmental change and social issues in the small island developing states of Oceania. The economic, social, environmental, and cultural impacts of tourism and other aspects of development are also examined and refracted through the new lens of climate change. Homestays allow students to see and discuss these issues and examine mobility, urbanization, and agriculture, in particular. Definitions of concepts such as vulnerability, poverty, and resilience are explored in local contexts. Lectures and discussions are conducted in conjunction with the University of Hawai'i; the East-West Center; the National University of Samoa; and with additional support from local professionals.

SAMO-1003-WSR, Beginning Samoan, 3 Credits

Spring 2023: Samoa: Social and Environmental Change in Oceania | Asia and the Pacific

The Samoan language course emphasizes beginning speaking and comprehension skills through classroom and field instruction. Everyday communication forms the foundation of this course. By the end of this course, students should be able to engage in everyday Samoan conversations that facilitate interactions during the Independent Study Project (ISP). Bilingual surveys can assist with data collection during ISP.

ANTH-3500-VNR, Field Methods and Ethics, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

The course provides an introduction to the Independent Study Project and Internship and Seminar, and provides the foundational skills for conducting research in Vietnam. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research methodologies; field study and internship ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

ASIA-3010-VNR, Ethnicity, Gender, and Social Change, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

This course explores the repercussions of the processes of social change in Vietnam with a special focus on specific groups such as women and ethnic minorities. Students are asked to analyze gender relations and ethnic minority perspectives from a comparative standpoint, in relation to both regional and global social and political change. Students look at the governance of ethnic minority affairs, the development problems faced by minority peoples, and the challenge of maintaining Vietnamese people's diverse traditions throughout the process of nation-building. The course enables students to identify agents of change and their role in shaping sustainable social change.

ASIA-3020-VNR, Economic Reform and Development, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

The course examines Vietnam's development agenda and ethics and equity issues within the context of the country's growing market economy and consumer class. Rapid economic development has come with sociopolitical changes and environmental costs. Students examine in detail the major turning point in Vietnam's development, the Doi Moi "Renovation" economic reforms launched in 1986, and the rapid growth in trade and investment since that time. Excursions to both rural and urban areas in Vietnam, including the Mekong Delta, Central Vietnam, Hanoi, and Ha Giang, provide students with a variety of unique environments in which they can investigate the nuances of development. In spring, students examine new development efforts at Phong Nha National Park. In fall, students examine the tradeoffs among coal mining in Hon Gai areas, conservation efforts, and the rapid growth in tourism in Ha Long Bay, a UNESCO World Heritage Site.

ISPR-3000-VNR, Independent Study Project, 4 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

Conducted in Ho Chi Minh City or in another approved location appropriate to the project. Sample topic areas: gender roles in Vietnamese society; the impact of migration on urban life; colonial architecture; heritage site management and conservation; the business environment and entrepreneurship in Vietnam; craft villages in transition; microcredit projects; poverty reduction and hunger eradication; Vietnamese culture viewed through the media, literature, or popular music; memory and the French and American wars; fortune tellers, magic, and mysticism in a modern socialist society.

ITRN-3000-VNR, Internship and Seminar, 4 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable experience and to enhance their skills in an international environment. Students will complete an internship and participate in a weekly seminar in which they process their learning experience (typically online), write progress reports, and prepare a final paper and presentation. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

VIET-1003-VNR, Beginning Vietnamese, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-1503-VNR, Beginning Vietnamese, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students

are placed in beginning, intermediate, or advanced classes.

VIET-2003-VNR, Intermediate Vietnamese, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-2503-VNR, Intermediate Vietnamese, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-3003-VNR, Advanced Vietnamese, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

VIET-3503-VNR, Advanced Vietnamese, 3 Credits

Spring 2023: Vietnam: Culture, Social Change, and Development | Asia and the Pacific

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

ITRN-3000-VNI, Virtual Internship & Seminar, 4 Credits

Spring 2023: Vietnam: Virtual Internship in Development & Gender | Asia and the Pacific

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion

boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff. The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the program's core themes on development and gender. SIT will facilitate an internship placement for students. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight of internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student takes responsibility for being proactive in engaging with internship colleagues and the internship supervisor to achieve internship objectives.

ANTH-3500-CZR, Research Methods and Ethics in the Arts, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

This seminar introduces arts-based research (ABR) methods in which the creation and analysis of art are utilized as the primary modes of qualitative inquiry. Students review the different kinds of arts-based research methods (narrative, poetic, dance, and visual forms of inquiry, for example) and the surrounding debates to gain practical experience for integrating creative work in a social science research context, which may be used in the Independent Study Project; field study ethics and the World Learning / SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and

interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

ARTS-2000-CZR, Arts Studio, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

This seminar is geared toward students in the visual and performing arts and literature and requires independent studio work in inter-media visual arts utilizing digital photography, collage or other experimental techniques, physical theater, or creative writing. The objective is to connect students more deeply to artists and projects related to their field of study through a combination of studio work, critiques, and personal discussions with Czech artists. Creative writing students work under the guidance of a Czech writer. Inter-media visual arts and theater students work in a studio setting with established artists and theater instructors and conceptually in the field, developing ideas for possible in-depth exploration during the ISP period. Depending on the student's area of focus, attendance at theater or dance performances, visits to visual arts exhibitions, or completing readings in contemporary Czech literature will be required. The seminar culminates in a presentation of student work in progress, including a visual arts exhibition, a performance, and literary readings. The choice of focus for the seminar must be requested at the time of application. For inter-media visual arts, theater studio work, and creative writing, a basic course or background in the area of study is highly recommended.

ARTS-3000-CZR, Arts Studio, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

This seminar is geared toward students in the visual and performing arts and literature and requires independent studio work in inter-media visual arts utilizing digital photography, collage or other experimental techniques, physical theater, or creative writing. The objective is to connect students more deeply to artists and projects related to their field of study through a combination of studio work, critiques, and personal discussions with Czech artists. Creative writing students work under the guidance of a Czech writer. Inter-media visual arts and theater students work in a studio setting with established artists and theater instructors and conceptually in the field, developing ideas for possible in-depth exploration during the ISP period. Depending on the student's area of focus, attendance at theater or dance performances, visits to visual arts exhibitions, or completing readings in contemporary Czech literature will be required. The seminar culminates in a presentation of student work in progress, including a visual arts exhibition, a performance, and literary readings. The choice of focus for the seminar must be requested at the time of application. For inter-media visual arts, theater studio work, and creative writing, a basic course or background in the area of study is highly recommended.

ARTS-3005-CZR, Czech History, Arts, and Civil Society II: Creativity in Context, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

This seminar provides an emphasis on the nexus of contemporary politics and civic initiatives where the arts and creativity are key components for impelling social change. The seminar includes readings, lectures, and roundtable discussions on the evolution and defining characteristics of civil society in the Czech Republic today as well as visits to NGOs and festivals and discussions with former dissidents and activists engaged with topics

such as youth support, alternative culture, human rights, or the integration of socially and ethnically marginalized groups. The class provides firsthand observation and analysis of the social legacy of communism and critical issues in Czech and post-socialist European society today.

CHEC-1003-CZR, Czech, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in beginning classes.

EURO-3000-CZR, Czech History, Arts, and Civil Society I, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

This seminar examines Czech society and national identity in historical and contemporary contexts through visual and performing arts, film, and literature. The seminar is built around the rich and well-known intersection of arts, politics, and social change in Czech post-war history and the legacy of communism as it plays out in cultural expression and institutions today. The seminar includes required readings and lectures, as well as discussions, film screenings, music and dance performances, and site visits to artist studios, theaters, NGOs, and community centers.

EURO-3005-CZR, Czech History, Arts, and Civil Society II: Creativity in Context, 3 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

This seminar provides an emphasis on the nexus of contemporary politics and civic initiatives where the arts and creativity are key components for impelling social change. The seminar includes readings, lectures, and roundtable discussions on the evolution and defining characteristics of civil society in the Czech Republic today as well as visits to NGOs and festivals and discussions with former dissidents and activists engaged with topics such as youth support, alternative culture, human rights, or the integration of socially and ethnically marginalized groups. The class provides firsthand observation and analysis of the social legacy of communism and critical issues in Czech and post-socialist European society today.

ISPR-3000-CZR, Independent Study Project, 4 Credits

Spring 2023: Czech Republic: Arts and Social Change | Europe

The Independent Study Project is conducted in Prague or in another approved location appropriate to the project in the Czech Republic, Germany, or Slovakia. Projects may include a creative or artistic component in the visual and performing arts or creative writing. Sample topic areas: alternative theaters in the Czech regions; Czech cubist architecture and design; legacy of Czech underground music; Roma ethnic and cultural identity; sustainable development in North Bohemia; the former Sudetenland today; Slovak weaving traditions.

ENGR-3000-ICC, Climate Modeling and Carbon Management, 3 Credits

Spring 2023: Iceland: Climate Change and the Arctic | Europe

This seminar focuses on the analysis and use of climate models in understanding and projecting climate change in the future. Though climate models are based on quantitative data and physical principles and have been proven to reproduce climate projections, they are constantly subjected to more systematic evaluation for higher fidelity. Estimates based on climate variables such as temperature and cloud or cryospheric feedbacks provide high credibility for scientific climate change projections. Though a reliable model of metrics for climate projections is yet to be developed, interactive aerosols are now included in most climate models and substantial progress has been made in the areas of computational methods and the simulation of modes of climate variability. The seminar also addresses issues of gas emission, carbon containment, and management. The focus is on Iceland's innovative experiments with carbon storage and the development of renewable energies. The seminar relies on resources available through program partners including University Centre of the Westfjords, University of Akureyri, University of Iceland, and the University of Lapland's Arctic Centre in Rovaniemi, Finland.

ENVI-3000-ICC, The Arctic: Changing Ecosystems and Resilience, 3 Credits

Spring 2023: Iceland: Climate Change and the Arctic | Europe

The Arctic, a region of major importance to the world, is changing rapidly. This seminar makes the effects of climate change in this unique part of the world a subject of discussion. It addresses the conditions of change in the Arctic, spanning ecological, social, and political-economic contexts. The seminar also considers community

adaptation to the changing environment around them. Sessions will take place in different parts of Iceland in cooperation with program partners and working groups of the Arctic Council, as well as in Helsinki and Rovaniemi, Finland, at the University of Lapland's Arctic Centre. You will meet with experts on the topics of indigenous issues, Arctic governance and cooperation, environmental issues, and the changing Arctic economy.

ENVI-3500-ICC, Research Methods and Ethics in the Arctic, 4 Credits

Spring 2023: Iceland: Climate Change and the Arctic | Europe

In this seminar, students are introduced to recent research on climate change. Students become familiar with the methodologies employed in natural and social science research on climate change as well as in renewable energy and sustainability studies. Students select and analyze relevant issues surrounding climate change in the Arctic, including its impact on ecosystems and human communities, in consultation with program faculty. Students will work independently or in small groups to research and identify an existing problem related to climate change in the Arctic and produce a research proposal for their Research Project in Arctic Climate Protection. This course gives students the opportunity to engage on a deeper level with the topics covered in the seminars and to develop their academic and research skills. Support is provided throughout the course by program faculty, particularly in aiding students in finding resources and Research Project in Arctic Climate Protection advisors in Iceland.

ISPR-3000-ICC, Research Project in Arctic Climate Protection, 6 Credits

Spring 2023: Iceland: Climate Change and the Arctic | Europe

The Research Project in Arctic Climate Protection should provide a design for the protection of Arctic climate through a renewable energy, behavioral practice, or a creative method/approach to track climate change in the Arctic. Students have the opportunity to work independently or in small groups on their projects. Another aim of the Research Project in Arctic Climate Protection is to build collaborative partnerships with local scientific and indigenous communities for the enhancement of innovative approaches to climate change.

ANTH-3500-NLR, Research Methods and Ethics, 3 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

This seminar introduces students to the conceptual and practical tools essential to forming constructive relationships with organizations and/or individuals from other cultures, particularly those required for completing an academic project in the cultural context of the Netherlands. The course enhances students' skills at building a network; initiating purposeful dialogue in the cultural context of the Netherlands; gathering, recording, and analyzing primary data; and writing an academic report. The course pays particular attention to the ethics of working, researching, and living as a cultural guest. The class situates these ethical issues specifically as they apply within the cultural context of the Netherlands and the program's critical global issue: identity and human resilience. The course prepares students for their independent study project, and also gives students the intellectual tools to move about the world, learning and growing in an ethical manner.

DUTC-1003-NLR, Dutch, 3 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

This course focuses on acquiring a working knowledge of the Dutch language related to sexuality and gender and to everyday life in the Netherlands. Students are almost always at the beginner's level and during the semester acquire a basic understanding of Dutch, a vocabulary that is related to the program's themes, and basic grammar. At the end of the course, most students are able to read news items and short articles in the Dutch language.

GEND-3000-NLR, Theory and Application of Feminist, LGBTQI, and Queer Studies, 3 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

Queer theory developed in the 1990s, mostly in the U.S., as an outgrowth of feminist and gender studies. Building on the work of the structuralists (particularly linguistic structuralism), the post-structuralist deconstructionists, and scholars from all fields, turned intellectual lenses onto understudied populations. It has grown from what was essentially the study of hetero- and homosexuality into a more far reaching theoretical expression of liminal spaces and what can be considered abnormal. This course, suitable for students who are new to queer and feminist theory, examines the crucial principles of queer theory, particularly as they play out in the Dutch and broader European context. We will engage with fundamental queer and feminist ideas, and explore how they relate to our city, our country, and our continent.

GEND-3005-NLR, Migration, Gender, and Sexuality, 3 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

The course examines gender and sexuality in the context of post-colonial and post-migration subjectivities in the Netherlands and around the globe. Integrating lectures, field visits to museums and grassroots organizations, readings, and reflection sessions, the course will focus on the international aspect of the overarching topic: migration, international issues, transnational encounters, postcolonial and postmigration afterlives. During a two-week excursion to Morocco, students study the interaction between Islam, gender relations, and sexuality in a predominantly Muslim country. The excursion and the lectures will allow students to draw a comparative understanding of how conceptions of gender and sexuality are constructed across cultures and societies. This course particularly prepares students for their two-week excursion to Morocco.

GEND-3500-NLR, Advanced Theory and Application of Feminist, LGBTQI, and Queer Studies, 3 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

Queer theory developed in the 90s largely to analyze the gay community but has grown into something so much more. So much more, in fact, that it seems unmanageable. It is amorphous, its boundaries so fungible that they seem to disappear. Sometimes it gets desperately, vexingly hard to nail down what queer theory is. This course, suitable for students who have a solid grounding in queer theory, uses the lens of queer to explore these frustratingly elusive liminal edges of the field. We also explore some neighboring states, like

trans, disability, and postcolonial studies in the Dutch/European context. We aim to understand not only the theoretical possibilities, but also the lived experience, of the populations under study.

ISPR-3000-NLR, Independent Study Project, 4 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

The last four weeks of the semester will be devoted solely to the ISP, during which time you will pursue original research on a topic you choose that is related to the program's theme. The ISP is most often conducted in Amsterdam, but another location is possible as long as it is relevant to the project. Sample topic areas: negotiating religion and homosexuality; interracial relationships in the Dutch postcolonial context; multicultural approaches to sex education; black feminist activism in the Netherlands; Dutch-Moroccan women's conceptions of virginity; gay men and their experiences with HIV testing; vernacular expressions of women of color.

ITRN-3000-NLR, Internship and Seminar, 4 Credits

Spring 2023: Netherlands: International Perspectives on Sexuality and Gender | Europe

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO in the Netherlands. The aim of the internship is to enable students to gain valuable work experience and enhance their skills in an international work environment. Specifically, students will conduct an internship in the context of gender and sexuality issues in the Netherlands, and a focus will be on linking internship learning with the program's critical

global issues of migration, identity, and resilience. The seminar includes regular reflection and assessment meetings with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience. Students complete a substantial academic paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Students also conduct an oral presentation of their internship experience and findings.

ENVI-3000-POR, Comparative Sustainable Bioeconomy and Energy Resources, 3 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

This seminar takes Portugal and southern Spain as case studies for a critical reflection on the impact of bioeconomy and energy resources on economic growth and sustainability. The course builds on understanding frameworks of analysis for sustainability and a circular economy while allowing students to explore applications of these frameworks in practice. Portugal's sustainability approach maps directions for alternative options in renewable energy, the circular economy, sustainable tourism, and access to a sustainable urban environment. Portugal generates almost 60 percent of the country's electricity needs from renewable sources. Its approach to sustainable tourism has been hailed as a model for economic development, and Lisbon was awarded the title of European Green Capital for 2020. Spain is the second most-visited country in the world, the world's largest producer of olive oil, and is expected to achieve 100 percent renewable energy in electricity generation by 2030. Through field excursions, students compare sustainability and resource use issues including

conservation projects, sustainable agriculture and tourism, resource management and environmental best practice in firms and public policies, the use of renewable energy sources, and impact on sustainable economic growth.

ENVI-3005-POR, Environmental Justice, Advocacy, and Urban Regeneration, 3 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

In this seminar, environmental justice is used in a broad sense to refer to the distribution of and access to green spaces and green infrastructure, and the social relationships of production and power that shape fair and equitable access and distribution. Variables such as race, class, and location impact environmental in/justice and access to green spaces, forests, clean air, water, health, and other resources. The 1976 Portuguese Constitution recognized the "right to a healthy and ecologically balanced living environment" and the "duty to defend it," But, only after the Framework Act on the Environment was passed in 1987 did environmental public policy become important to policymakers. Students will analyze the policies and politics underlying inequitable environmental policies and the resistance movements built to fight injustices in the areas of waste management, industry, energy, biodiversity, urban regeneration and territorial management. The focus is on the socioeconomic and health impacts of environmental injustice. During educational excursions, students will learn about major cases of environmental conflicts in Portugal and southern Spain. The seminar draws on theoretical and empirical frameworks from a plurality of disciplines including environmental studies, environmental science, urban planning, public health, cultural geography, social and environmental psychology and sociology to interrogate environmental policies and

practices and examine their impacts on environmental degradation and the well-being of communities.

ENVI-3500-POR, Environmental Research Methods and Ethics, 3 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

This seminar 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 Portugal. The main emphasis is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The seminar includes modules on sustainable research methods and qualitative and quantitative research methods for ethical decision-making in environmental studies. The seminar uses lectures and field assignments to prepare students to undertake field study in strict observance of research procedures. 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.

EURO-3000-POR, Comparative Sustainable Bioeconomy and Energy Resources, 3 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

This seminar provides a comparative approach to the analysis of sustainability and bioeconomic development

in Southern Europe. The European Commission defines the bioeconomy as “the production of renewable biological resources and the conversion of these resources and waste streams into value added products, such as food, feed, bio-based products and bioenergy.” Portugal’s sustainability approach challenges the core principles of economic orthodoxy that is inherently unstable and crisis prone and maps directions for alternative designs in green policies, sustainable environmental tourism and use of natural resources, and access to a sustainable urban environment. Portugal generates almost 100% of the country’s needs in electricity consumption from renewable energy, its approach to sustainable and accessible tourism has been hailed as a model for economic development, and Lisbon has been awarded the title of the European Green Capital for 2020. Spain is the second most visited country in the world today (more than 75 million tourists), is the world’s largest producer of olive oil, and is expected to achieve 100% renewable energy in electricity generation by 2030. Through field visits and the excursion to southern Spain, students compare different sustainability and issues in bioeconomics including conservation projects, sustainable agriculture production, resource management and environmental good practice, and innovative use of renewable energy and impact on sustainable economic growth. Students also analyze and learn from Spain’s approach to mass tourism and urban sustainability.

EURO-3005-POR, Environmental Justice, Advocacy, and Urban Regeneration, 3 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

This seminar provides a comparative approach to the analysis of sustainability and bioeconomic development in Southern Europe. The European Commission defines

the bioeconomy as “the production of renewable biological resources and the conversion of these resources and waste streams into value added products, such as food, feed, bio-based products and bioenergy.” Portugal’s sustainability approach challenges the core principles of economic orthodoxy that is inherently unstable and crisis prone and maps directions for alternative designs in green policies, sustainable environmental tourism and use of natural resources, and access to a sustainable urban environment. Portugal generates almost 100% of the country’s needs in electricity consumption from renewable energy, its approach to sustainable and accessible tourism has been hailed as a model for economic development, and Lisbon has been awarded the title of the European Green Capital for 2020. Spain is the second most visited country in the world today (more than 75 million tourists), is the world’s largest producer of olive oil, and is expected to achieve 100% renewable energy in electricity generation by 2030. Through field visits and the excursion to southern Spain, students compare different sustainability and issues in bioeconomics including conservation projects, sustainable agriculture production, resource management and environmental good practice, and innovative use of renewable energy and impact on sustainable economic growth. Students also analyze and learn from Spain’s approach to mass tourism and urban sustainability.

ISPR-3000-POR, Independent Study Project, 4 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

The Independent Study Project (ISP) is a self-designed research project offering students the opportunity to undertake a personally significant and independent investigation that highlights the regional and cultural reality that can only be encountered during a study

abroad experience. The ISP is the academic component in which the student most directly applies the concepts, skills, tools, and techniques of experience-based learning articulated through the Environmental Research Methods and Ethics course and the thematic courses, while enabling students to further integrate their language skills and the contacts they have developed in the homestay and in the broader community. Each student will plan, develop, and independently undertake a research project, with the advice and guidance of the academic director and an ISP advisor — a local academic and/or sustainability or environmental professional. The topic of study may be anything of interest to the student, within the scope of the program and the immediate region, and is usually developed out of lectures, discussions, field visits, and educational excursions. The final project should provide material evidence of student capability in utilizing appropriate methodologies and in synthesizing experiences in the host culture. Students are expected to complete 120 hours of field-based (non-archival, non-library) research on their topic, submit a substantial written paper, and deliver an accompanying oral presentation. It is not uncommon for ISPs to strongly contribute to the student’s choice of subject for graduate studies or professional career.

PORT-1003-POR, Portuguese Introductory I, 3 Credits

Spring 2023: Portugal: Sustainability and Environmental Justice | Europe

Emphasis on speaking, reading, and writing skills in Portuguese through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice in lectures and field visits.

PORT-1503-POR, Portuguese Introductory II, 3 Credits**Spring 2023: Portugal: Sustainability and Environmental Justice | Europe**

Emphasis on speaking, reading, and writing skills in Portuguese through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice in lectures and field visits.

PORT-2003-POR, Portuguese Intermediate, 3 Credits**Spring 2023: Portugal: Sustainability and Environmental Justice | Europe**

Emphasis on speaking, reading, and writing skills in Portuguese through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice in lectures and field visits.

ITRN-3000-HRV, Virtual Internship & Seminar, 4 Credits**Spring 2023: Serbia & Kosovo: Virtual Internship in Transitional Justice, Human Rights & Memory Activism | Europe**

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a research organization, local think tanks, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and

project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ANTH-3500-HRR, Research Methods and Ethics, 3 Credits**Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe**

The Research Methods seminar provides theoretical, conceptual, and practical tools for conducting field research in the Balkans. In particular, the course provides the means to identify and carry out an independent four-week, field-based research topic. Emphasis is placed on grappling with methodological and ethical challenges in learning and researching issues related to peace studies and conflict studies in this part of the world. The seminar prepares students to record, interpret, and analyze information from primary sources, developing students' awareness of cultural differences and their own positionality.

ISPR-3000-HRR, Independent Study Project, 4 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

The Independent Study Project is conducted in an approved location appropriate to the project in Serbia, Bosnia-Herzegovina, or Kosovo. Sample topic areas: feminist approaches to dealing with the past in post-Milosevic Serbia; Islam in Bosnia-Herzegovina; language, religion, and politics in the Republika Srpska; Muslim identity of Albanians in Kosovo; Roma narratives of continuous discrimination and perspectives on identity, marginalization, and assimilation in Serbia; the influence of displacement on the identities of Sarajevo's young returnees, LGBTQ activism in Serbia and Bosnia.

ITRN-3000-HRR, Internship and Seminar, 4 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

PEAC-3000-HRR, The Breakup of Yugoslavia and the Wars of the 1990s, 3 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

With the end of the Cold War and the fall of the Berlin Wall in 1989, changes in Europe raised hopes for social change and a better future. As Eastern Europe entered its post-communist transition to democracy and open markets, socialist Yugoslavia began descending toward its dissolution. The breakup of Yugoslavia and the escalation of violent conflicts and wars in the region was a process that lasted for a number of years. This course will provide students with the historical context and background to the breakup of Yugoslavia. It will introduce students to the first kingdom of Yugoslavs, followed by the creation of the Socialist Federalist Republic of Yugoslavia after World War II. The course will discuss the debates among scholars on the reasons for the breakup of the country and will introduce students to a framework for understanding the conflicts of the 1990s, the rise of ethno-nationalism, and the transition from socialism that overlapped with processes of war and conflict. The course will also introduce students to the theoretical frameworks in peace and conflict studies so they can study the breakup of Yugoslavia and the new successor states that were created following its dissolution.

PEAC-3005-HRR, Peace and Conflict Studies in Serbia, Bosnia-Herzegovina, and Kosovo, 3 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

After 1991, as Yugoslavia began to disintegrate, new states emerged alongside one another, each with its own new political structures, each facing a different set of challenges and realities. This course will focus on some of these changes and challenges in three of the successor states: Serbia, Bosnia-Herzegovina, and Kosovo. In each

of these cases, the course will examine the transition in the 1990s as related to the wars followed by an analysis of the post-Yugoslav, post-war challenges and ongoing changes and current developments. Throughout each of the case studies, students will focus on the following three main lenses of investigation: conflict transformation and transitional justice, memory studies, and international intervention.

SERB-1003-HRR, Serbian I, 3 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

SERB-2003-HRR, Serbian II, 3 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

SERB-3003-HRR, Serbian III, 3 Credits

Spring 2023: Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to the Cyrillic script. Students are placed in beginning or intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

ANTH-3500-SPR, Research Methods and Ethics, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

The Research Methods and Ethics (RME) seminar 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 Spain. The main emphasis is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The seminar includes lectures on qualitative and quantitative research methods in politics, human rights, and social movements. A module on comparative methods of research in social sciences, policy, and law prepares students for research on comparative politics, legal research, and comparative projects on policy analysis. The seminar uses lectures, readings, and field assignments to prepare students to undertake field study in the cultural context of Spain in strict observance of research procedures involving human subjects and the regulatory ethical norms defined by the Local Review Board (LRB) and SIT's Institutional Review Board (IRB). 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.

EURO-3000-SPR, Comparative Regional Autonomy and Independence Movements in Europe, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This seminar provides a comparative approach to the analysis and comprehension of national minorities, pro-independence movements, and the emerging new regionalism in the context of the European Union. The Basque, Catalanian, and Scottish cases provide excellent case studies for an understanding of the underlying dynamics between EU members and national minorities and ways in which ethnic and national cleavages shape European contemporary policy, legal, political systems, and societal dynamics. The seminar also describes and analyzes the impact of macroeconomic policies and neoliberal austerity measures imposed by the EU on the Spanish, Catalan, and Scottish peoples and the effect that the latter have had pro-independence claims. Overall, the seminar provides a comparative overview of the different perspectives about the struggle for self-determination and pro-independence in Spain and Scotland.

EURO-3500-SPR, Policy, Law, and the Future of the Nation State in Europe, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

During this course, students develop an understanding of the historical roots and contemporary manifestations of ethnic and national cleavages in Spain and other European nations. Students learn about the European Union's institutional and political framework and its influence on the internal political and judicial systems of

EU members. The course uses a multidimensional approach to explore and analyze from legal, policy, and human rights perspectives some of the main issues facing the contemporary European Union in the context of regional autonomies and independence movements. Using empirical examples from the Basque country, Catalonia, and Scotland, students assess, from a comparative perspective, the legal, institutional, and policy architecture developed by the European Union and EU's regulation and policy approach to sovereignty, citizenship, and the claim to statehood. The course also addresses the current state of human and cultural rights in the EU, and most concretely, in the Basque country and Catalonia, and assesses the future of the nation-state in the context of regional independence movements. The course includes lectures by academics, meetings with policy makers, and field visits to cultural and memory sites in the Basque Country and Catalonia.

ISPR-3000-SPR, Independent Study Project, 4 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

The Independent Study Project (ISP) is a self-designed research project offering students the opportunity to undertake a personally significant and independent investigation, which highlights the regional and cultural reality that can only be encountered during a study abroad experience. The ISP is the academic component in which the student most directly applies the concepts, skills, tools, and techniques of experience-based learning articulated through the Research Methods and Ethics course and the thematic courses, while enabling students to further integrate their language skills and the contacts they have developed in the homestay and in the broader community. Each student will plan, develop, and independently undertake a research project, with the advice and guidance of the academic director and an ISP

Advisor—a local academic and/or health or humanitarian aid professional. The topic of study may be anything of interest to the student, within the scope of the program and the immediate region, and is usually developed out of lectures, discussions, field visits, and educational excursions. The final project should provide material evidence of student capability in utilizing appropriate methodologies and in synthesizing experiences in the host culture. Students are expected to complete 120 hours of field-based (non-archival, non-library) research on their topic, submit a substantial written paper, and deliver an accompanying oral presentation. It is not uncommon for ISPs to strongly contribute to the student's choice of subject for graduate studies or professional career.

POLI-3000-SPR, Comparative Regional Autonomy and Independence Movements in Europe, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This seminar provides a comparative approach to the analysis and comprehension of national minorities, pro-independence movements, and the emerging new regionalism in the context of the European Union. The Basque, Catalan, and Scottish cases provide excellent case studies for an understanding of the underlying dynamics between EU members and national minorities and ways in which ethnic and national cleavages shape European contemporary policy, legal, political systems, and societal dynamics. The seminar also describes and analyzes the impact of macroeconomic policies and neoliberal austerity measures imposed by the EU on the Spanish, Catalan, and Scottish peoples and the effect that the latter have had pro-independence claims. Overall, the seminar provides a comparative overview of the different perspectives about the struggle for self-

determination and pro-independence in Spain and Scotland.

POLI-3500-SPR, Policy, Law, and the Future of the Nation State in Europe, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

During this course, students develop an understanding of the historical roots and contemporary manifestations of ethnic and national cleavages in Spain and other European nations. Students learn about the European Union's institutional and political framework and its influence on the internal political and judicial systems of EU members. The course uses a multidimensional approach to explore and analyze from legal, policy, and human rights perspectives some of the main issues facing the contemporary European Union in the context of regional autonomies and independence movements. Using empirical examples from the Basque country, Catalonia, and Scotland, students assess, from a comparative perspective, the legal, institutional, and policy architecture developed by the European Union and EU's regulation and policy approach to sovereignty, citizenship, and the claim to statehood. The course also addresses the current state of human and cultural rights in the EU, and most concretely, in the Basque country and Catalonia, and assesses the future of the nation-state in the context of regional independence movements. The course includes lectures by academics, meetings with policy makers, and field visits to cultural and memory sites in the Basque Country and Catalonia.

SPAN-1003-SPR, Beginning Spanish I, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

SPAN-1503-SPR, Beginning Spanish II, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is

placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

SPAN-2003-SPR, Intermediate Spanish, 3 Credits

Spring 2023: Spain: Policy, Law, and Regional Autonomy in Europe | Europe

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context

is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

**SPAN-2503-SPR, Spanish for Policy and Legal Studies:
Intermediate High, 3 Credits**

**Spring 2023: Spain: Policy, Law, and Regional Autonomy
in Europe | Europe**

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of

critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

**SPAN-3003-SPR, Spanish for Policy and Legal Studies:
Advanced, 3 Credits**

**Spring 2023: Spain: Policy, Law, and Regional Autonomy
in Europe | Europe**

This course aims to develop sophisticated skills in speaking, understanding, reading and writing Spanish for policy and legal purposes, through traditional classroom instruction and field-based activities. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. The homestay experience helps the student hone their proficiency in conversational Spanish and grasp cultural practices in the Spanish world. Vocabulary about policy and legal context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared for SIT program students. This high intermediate level of Spanish gives the students in-depth background into everyday life, enabling the grasp of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including communicating with Spanish-speaking politicians and law-makers, building the student's practical legal terminology in Spanish, and enhancing the student's oral and written communication

skills in Spanish. Spanish courses take place at the International Spanish Center, University of Deusto, SIT's partner in Bilbao.

ETHC-3500-SZF, Research Methods and Ethics of Banking and Finance, 3 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

This seminar covers the financial code of ethics and addresses sustainable financing, socially responsible investment (SRI) issues, ethical banking, legal and practical aspects of integrating environment, social justice, and corporate governance (ESG) issues to institutional investment. The seminar gives a detailed overview of major institutional actors in European and global networks in the field of banking and sustainable financing and the legal tools in the fight against tax avoidance and money laundering. This course is highly practice oriented, with field visits and briefings at companies, organizations, or NGOs. Lecturers are drawn from academic institutions, nongovernmental organizations, government agencies, and research centers, and are experts in their fields.

FREN-1003-SZF, Beginning French I, 3 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

This course has an emphasis on speaking, comprehension skills, and grammar through classroom instruction to provide broader access into the host culture and enable participation in daily social life. Students are placed in intensive beginning or intermediate classes based on in-

country evaluation, including written and oral proficiency testing.

FREN-2003-SZF, Intermediate French I, 3 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

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

FREN-3003-SZF, Advanced French I, 3 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

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

IBUS-3000-SZF, Alternative Financial Systems and Intermediation, 4 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

Banking institutions thrive on financial intermediation, the process through which banks take funds from a depositor at a low rate of interest and lend them to a borrower at a higher rate of interest. However, recent successive crises in the international financial system have drawn attention to the important role played by financial intermediaries. Alternative financial intermediation systems are defined as non-market (stock or bond) and non-modern banking sources, including external financial channels that make it possible for an individual or a small enterprise to access credit that would not otherwise be available to them through conventional banking systems. Alternative financial channels are proving to be equally important funding sources in both developing and developed countries. This seminar aims to explore alternative forms and practices of financial intermediation (formal and informal) and their role in the empowerment of individuals and groups that are usually not serviced by conventional banking channels and institutions. Modules include solidarity economies and intermediation, local and complementary currencies, microfinance and social entrepreneurship, blockchain and crypto currencies, and Islamic banking.

ISPR-3000-SZF, Independent Study Project in Finance, 6 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

For the Independent Study Project in Finance (ISPF), students will do six-week fieldwork and design a project that carries an innovative proposition to address banking or finance issues from a social responsibility perspective. Projects may include proposals for a sustainable business, regulatory mechanisms for financial control and ethical account reporting, or promotion of local and alternative currencies. Regular reflection and assessment

meetings are held with the academic director and academic advisor to review the progress of the ISPF.

ITRN-3000-SZF, Internship and Seminar in Finance, 6 Credits

Spring 2023: Switzerland: Banking, Finance, and Social Responsibility | Europe

This seminar consists of a six-week internship with a sustainable development company, impact investment institution, start-up enterprise, intergovernmental organization, or Swiss or international NGO. Students do an internship and submit a seminar paper in which they process their learning experience and design a socially responsible solution to a problem observed during their internship. The aim of an internship is to enable the student to gain valuable professional experience within the Swiss or international financial environment. The institution and internship activities must be approved by the program's academic director. Regular reflection and assessment meetings are held with the academic director and academic advisor to review the progress of the internship.

ANTH-3500-SZH, Research Methods and Ethics, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

The Research Methods and Ethics seminar provides the theoretical, conceptual, and practical tools for conducting field research in Switzerland and Morocco. The course also includes several field studies, which gives students the chance to apply concepts learned in class. The course helps students to learn about and adapt to

different cultures and environments. Emphasis is placed on grappling with cultural differences, as well as on identifying cultural similarities. The course focuses on strengthening interactive research skills and methods, such as exploring cultural and professional environments; conducting background research; developing contacts and finding resources; developing skills in observation and interviewing; applying field study ethics; gathering and organizing data; and maintaining a fieldwork journal. The ethical implications and consequences of observations, interviews, and fieldwork journal assignments are examined and discussed throughout. The concepts and skills developed in the seminar underlie and reinforce all other program requirements and link directly to the Independent Study Project.

FREN-1003-SZH, Intermediate French I, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

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

FREN-1503-SZH, Intermediate French II, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes

based on in-country evaluation, including oral proficiency testing.

FREN-2003-SZH, Intermediate French I, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

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

FREN-2503-SZH, Intermediate French II, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

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

FREN-3003-SZH, Advanced French I, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

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

IPBH-3000-SZH, Perspectives on Global Health, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

This course explores the main components and current issues of public health in an international context, drawing on knowledge and point of views from multiple disciplines including social and medical sciences. The course examines current issues impacting global public health in populations affected by humanitarian crises, such as natural disasters or conflicts. The course also studies critical aspects of development, such as access to clean water, sanitation, and healthy nutrition, through a human rights approach to health.

IPBH-3500-SZH, Development Policy and Health, 3 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

This course explores how public health and development are interrelated and reviews contemporary public health issues, focusing on selected current priorities in global health. It explores how development impacts international and local health policy as well as the effects of such policies on local realities as they relate to the health sector in the developing world. The course reviews the major determinants of health issues in developing countries, the corresponding response and the roles international development as well as non-governmental agencies play in public health. It also analyzes the rationale for improving global health and the relevant modes of intervention by exploring a number of current and emergent topics including health in migrant populations, reproductive health, and mental

health. The course is interrelated with the program's other courses to ensure a dynamic and holistic approach to global health and development.

ISPR-3000-SZH, Independent Study Project, 4 Credits

Spring 2023: Switzerland: Global Health and Development Policy | Europe

Conducted in Geneva, Nyon or another approved location appropriate to the project. Sample topic areas: development and health in complex emergencies; the health sector in humanitarian relief; international human rights to health; mental health in developing countries; migration and health; international, national, and regional response to epidemics and pandemics; water and health; the paradox of malnutrition; public health and food security in least developed countries.

ANTH-3500-SZG, Research Methods and Ethics, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

The Research Methods and Ethics seminar provides the theoretical, conceptual, and practical tools for conducting field research in a new cultural environment. The main emphasis of the seminar is on the development of interactive research skills involving the collection of primary data. The theoretical part of the seminar includes lectures on qualitative methods of research in social sciences and, in particular, international relations, interactive research techniques, and the development of a research proposal. The seminar also includes a number of practical exercises such as organizing and conducting interviews with experts in Switzerland, France, and

Belgium; development of a research proposal; preparation of an application for review of research involving human subjects; a local case study; and the integration of interviews into a research project. The ethical implications of field research are examined throughout. The seminar helps develop the skills necessary to navigate both the local and international environments of Switzerland. Students undertake a number of field visits to learn the specificities of local and international culture and institutions. The overall aim is to enable students to master experience-based learning processes and prepare them for the development of an Independent Study Project (ISP), which is largely based on data gathered from primary sources.

FREN-1003-SZG, Beginning French I, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-1503-SZG, Beginning French II, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-2003-SZG, Intermediate French I, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-2503-SZG, Intermediate French II, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

FREN-3003-SZG, Advanced French I, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

INTS-3000-SZG, International Relations and Multilateral Diplomacy, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

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

INTS-3005-SZG, International Security, Peace, and Stability, 3 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

This seminar provides a thorough background in international security studies. The multidimensional security approach takes into account politico-military security, human security, and the links between international stability and sound economic and sustainable development. It not only addresses national security strategies but also the roles of intergovernmental and regional organizations in helping to prevent and manage conflict and build peace. The seminar also addresses environmental security.

ISPR-3000-SZG, Independent Study Project, 4 Credits

Spring 2023: Switzerland: International Studies and Multilateral Diplomacy | Europe

The Independent Study Project (ISP) is conducted in Geneva over four weeks near the end of the semester. Students pursue original research on a topic of interest to them. The ISP offers students a unique, interactive research opportunity in their field of interest in international studies. In most cases, topics of ISPs grow out of lectures, briefings, and discussions from the International Security, Peace, and Stability seminar and the International Relations and Multilateral Diplomacy seminar. Students directly apply the concepts of experience-based learning and interactive research skills learned in the Research Methods and Ethics seminar. The ISP provides students with practical experience for academic and professional development. Students can interview leading experts in fields related to their research project and can create a solid professional network and form a concrete base for future academic and professional career choices.

ANTH-3500-CTC, Culture and Society of World Cities, 4 Credits

Spring 2023: IHP Cities in the 21st Century: People, Planning & Politics | IHP-Comparative

This course examines the many ways 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, of community, or of urban identity? In addressing these questions, we will explore the core concepts and conceptual frameworks that anthropologists and sociologists use to understand lived experience in cities.

Our study of social and cultural urban processes emphasizes the relationship of space to identity and power. The course examines aspects of identity, including race and ethnicity, gender, class, family, and citizenship. In each city, we will grapple with conflicts, struggles, and celebrations that are embedded in and emerge from specific historical, socio-economic, and political contexts. We will examine cities as physical and imagined spaces, exploring how spatial and social life are mutually shaped, and how the meanings of cities are multiple and contested by different groups and actors with often incompatible agendas.

DVST-3500-CTC, Urban Politics and Development, 4 Credits

Spring 2023: IHP Cities in the 21st Century: People, Planning & Politics | IHP-Comparative

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. This course examines a variety of structural elements and processes, including relationships between municipal and regional institutions, privatization, community development, economic growth, industrial restructuring, informal economy, and poverty and income distribution. We will pay particular attention to these guiding questions: What economic, social, and political factors (local, national, and international) shape the development/organization of cities? Who exercises power in cities and what are their sources of power? Whose voices are considered relevant in the discussion of what the city could be? In the Urban Politics and Development course, we will

explore how and why urban development is a tension filled, conflictual process that occurs at multiple scales.

URST-3000-CTC, Contemporary Urban Issues, 4 Credits

Spring 2023: IHP Cities in the 21st Century: People, Planning & Politics | IHP-Comparative

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 in students the ability to make meaningful comparisons, particularly concerning configurations of political, economic, and social power as they are manifested in urban space. Using these tools, students have an opportunity to pursue individual comparative research on topics of their own choosing. The course emphasizes the multi-disciplinary analysis of issues and integrates the experience-based learning of the semester.

URST-3500-CTC, Urban Planning and Sustainable Environments, 4 Credits

Spring 2023: IHP Cities in the 21st Century: People, Planning & Politics | IHP-Comparative

Within cities we find key challenges to long-term social, economic, and environmental sustainability; processes of exclusion and deepened inequalities are occurring at such a scale that new geographies of power and injustice arise. In this context, planning and socio-spatial practices have become key instruments to understanding and intervening in complex realities that require both physical and social comprehension. This course

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

ANTH-3500-CCC, Fieldwork Ethics and Comparative Research Methods, 4 Credits

Spring 2023: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

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

ECON-3010-CCC, Political Economy and Environmental Change since 1492, 4 Credits

Spring 2023: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

This course analyzes the development and history of modern capitalism on a global scale. Topics of consideration within this context include state formation, war, imperialism, technology, energy, environmental change, economic crisis, and “long waves of

accumulation.” There is a particular focus on post–World War II developments, including the rise of Keynesianism globally; the role of socialist economies; the political economy of the Cold War; Third World development; the global crisis of profitability in the 1970s, the resultant economic restructuring, and the turn toward neoliberalism; the acceleration of neoliberalism and its deepening crisis; and the possibility of alternative economic models.

ENVI-3010-CCC, The Science and Policy of Climate Change, 4 Credits

Spring 2023: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

This course unpacks the basic science of the climate system by examining the state-of-the-art science collated by the Intergovernmental Panel on Climate Change (IPCC) and through regular engagement with scientists and researchers. The course also aims to critically engage with the science/policy interface. Students examine local, regional, and national mitigation and adaptation strategies as a matter of social policy, and learn about environmental governance mechanisms at local and regional levels, national climate policy frameworks, and global climate change negotiations. They also learn to analyze the multiple discourses on climate change that circulate in national and global policy circuits.

SDIS-3070-CCC, Comparative Issues in Food, Water, and Energy, 4 Credits

Spring 2023: IHP Climate Change: The Politics of Land, Water & Energy Justice | IHP-Comparative

This course looks at land, agriculture, water, and energy systems, and the attendant resources upon which these sectors depend. Students visit farms, fishing communities, powerplants, water management sites, and more while examining the political ecology of natural resource sectors using case studies and place-based analysis. Excursions and fieldwork will complement detailed studies of these resource sectors to experience, observe, and understand more concretely the multi-scalar impacts of regional and global forces on the landscapes, communities and economies of Morocco and Peru.

ANTH-3010-RFS, People, Identity, and Food, 4 Credits

Spring 2023: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course will help you to understand how access to food, eating habits, choices, and the pleasures and processes of food consumption often reveal distinctions of age, gender, status, class, occupation, ethnicity, and religion—within and among cultures. Explore the role food plays in people's lives, including and in addition to nutrition, and how urbanization and globalization are changing relationships between people, their environments, production and distribution chains, and therefore relationships with food itself. Identify how development, food demand, and distribution systems shape each other, and learn about how access to food, along with strategies for health and nutrition, are culturally determined.

ECON-3010-RFS, Getting from Field to Fork, 4 Credits

Spring 2023: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course examines the most effective economic development strategies for increasing food security among the most vulnerable food producers and consumers, how to increase efficiencies and reduce waste in existing processing and distribution chains to ensure more equitable access, and how to develop sustainable food systems for rapidly growing urban populations. Explore how international trade and regulatory frameworks affect food production and distribution chains, analyzing how these frameworks can contribute to global food security, as well as how income inequality—at local, national and global scales—affect nutrition and health, and what strategies can be most effective in reducing disparities. This course allows you to investigate the role migration plays in food production and consumption in diverse communities, and how access to information (including digital technology) can improve efficiency of both food production and distribution systems.

ENVI-3010-RFS, Agriculture, Ecology, and Sustainable Futures, 4 Credits

Spring 2023: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course analyzes how to reach food security objectives while taking into account local and global environmental imperatives and realities. Explore the prospects of currently prevailing agricultural models and what solutions they offer, as well as alternative models—including ecologically integrated methods and scales. There is emphasis on what roles science, technology, and innovation will play in creating a more food secure world, and how global climate change affects and will continue to affect local environments—creating new threats, weaknesses, and opportunities for shifting priorities. Look into possible systems and tools to empower local food producers to promote productivity and ecological

health, and examine how urban agriculture and other innovations can contribute to local food security in our rapidly urbanizing world.

POLI-3010-RFS, Politics, Ethics, and Food Security, 4 Credits

Spring 2023: IHP Food Systems: Agriculture, Sustainability & Justice | IHP-Comparative

This course explores questions related to land rights, income distribution and inequality, food distribution systems, government regulation, the role of international organizations, and policy crafting as they relate to food and food security. More specifically, learn how to define food security at local, national and global scales, and how different conceptions determine varied approaches. You will also discuss how land rights and livelihoods can be balanced with rising global pressures around food security, and how income distribution and inequality affect hunger, food production, and development. The course deeply examines how governments, NGOs, research institutes, and UN bodies, among others, can help develop global solutions to ensure food accessibility for urban and rural communities. These complex topics will help you build a rich understanding of food security issues in an increasingly globalized and urbanized world.

ANTH-3050-HCA, Health, Culture, and Community, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

Medical anthropology serves as the theoretical foundation for this course. It seeks to strengthen students' ability to understand, interpret, and compare

how personal and community identity, health and well-being, illness, and healing are understood within diverse cultural contexts. The course examines the philosophy and practices characteristic of biomedicine and a wide range of traditional and other systems of health and healing, as well as the reality of medical pluralism in the lives of individuals. In so doing, the course covers themes of health and healing pertinent across the life span — from birth to death. Throughout, students are encouraged to support their comparative understanding with an exploration of their own assumptions and practices related to identity, health, and healing.

IPBH-3500-HCA, Globalization and Health, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

Nations at all levels of development vary in their commitment and capacity to define healthcare as a human right and provide healthcare to their citizens equitably. Some have created systems to provide basic healthcare, yet struggle with other factors that influence health, while others position healthcare as an economic commodity subject to market forces. This course provides a framework for comparing the organization and financing of health systems and health policy-making across the countries visited. It examines the political economy of health, with special attention to the impact of international governance, economic, and trade policies. Students gain skills in critical thinking, policy analysis, and debate, supported by research, observation, and exposure to varied perspectives among in-country experts.

IPBH-3505-HCA, Public Health: From Biology to Policy, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

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

IPBH-3510-HCA, Community Health Research Methods, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 1) | IHP-Comparative

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

ANTH-3050-HCD, Health, Culture, and Community, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

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

IPBH-3500-HCD, Globalization and Health, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

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

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

IPBH-3505-HCD, Public Health: From Biology to Policy, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

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

IPBH-3510-HCD, Community Health Research Methods, 4 Credits

Spring 2023: IHP Health and Community: Globalization, Culture & Care (Fall 2) | IHP-Comparative

This course seeks to strengthen students' competence in inquiry-guided learning through field-based case studies. The course begins with an introduction to the philosophic traditions of ethnography, epidemiology, and health services research — complementary and sometimes conflicting. It then teaches and gives students

the opportunity to apply the chief tools of each tradition (e.g., participant observation, in-depth interviewing, community surveys, mapping, interpreting data analyses, and oral presentation of findings). In each country, students choose from a range of available field case study topics/sites as the primary venue for demonstrating their field research and presentation skills.

ANTH-3500-HRC, Fieldwork Ethics and Comparative Research Methods, 4 Credits

Spring 2023: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

Research is a central tool in human rights praxis. Documenting and reflecting on violence, resistance, and imagination, it can support — if not drive — humanizing movements and transnational solidarity, unashamedly joining in projects of social justice. At the same time, it carries a dehumanizing potential. Research was and is also a central tool in imperialist projects; dividing the world into subjects and objects, into those who know and those who are known. This course holds both the humanizing and dehumanizing potentials of research in tension as it guides students through the theoretical, conceptual, and practical process for gathering, analyzing, and understanding their own primary research. The course is the foundation for a cumulative study project involving research in all three countries and culminating in a paper and presentation at the end of the semester.

HMRT-3000-HRC, Foundations and Frameworks of Human Rights, 4 Credits

Spring 2023: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

Taking the Universal Declaration of Human Rights (UDHR) and related international covenants as a point of departure, this course interrogates how civil, political, social, and economic rights are constructed, co-opted, and contested and how human rights are advanced and denied in the context of global politics and economics, the UN system, and international law. In doing so, the course foregrounds the praxis of global human rights regimes, critically examining disconnects between human rights in theory and practice as well as instances when human rights doctrine tangibly abets social change. Thematically, the course begins by critically analyzing the historical context that gave rise to the “Human Rights” establishment; history of the UN, creation of the UDHR, the splitting of the Covenants, and the development of concurrent human rights treaties and instruments. Next, the course examines the ways in which these international human rights doctrines map to the local contexts of Nepal and Jordan as expressed through contemporary human rights struggles in each site. This embeddedness, in the localized experiences of human rights praxis in three different locales, affords fertile opportunity for comparative analysis illuminating the tensions, opportunities, hypocrisies, limitations, and attainments of international human rights norms and instruments. This course is grounded in the local specificities of human rights in practice for each site.

HMRT-3500-HRC, Comparative Issues in Human Rights, 4 Credits

Spring 2023: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

Drawing from interdisciplinary lenses such as cultural and ethnic studies, gender and sexuality studies, and

postcolonial scholarship, this course offers analytical tools to study the nature of oppression and dehumanization and the possibilities for human rights to shape humanizing alternatives. Through selected readings and focused discussions, this course critically considers how historical processes such as colonialism, development, globalization, and neoliberalism shape contemporary human rights governance and resistance. This course forefronts questions of power that underlie human rights practices, challenging students to situate themselves in relationship to global social inequalities. Through the course, students are encouraged to reflect on ways they can exercise individual and group agency to interrupt social inequities in the world around them.

SDIS-3320-HRC, The Role of Civil Society: Grassroots Movements and NGOs, 4 Credits

Spring 2023: IHP Human Rights: Movements, Power & Resistance | IHP-Comparative

The latter half of the twentieth-century gave rise to a large and diverse sector of civil society organizations working at multiple scales, utilizing a variety of approaches to achieve human rights-based change. Though the aims, intentions, and impact of these organizations is contested, the constellation of actors working toward human rights under the umbrella of civil society has become a defining feature of contemporary human rights practice. This course is designed to provide students with an understanding of the diverse configurations of these civil society organizations: NGOs, legal advocacy organizations, grassroots community-based organizations, social movement networks, etc., as well as familiarity with the differing strategies of change they employ. The course is tied together under the cross-cutting theme of struggles for women’s rights and gender justice. This course is taught by local faculty, each of whom are directly involved in struggles for gender equity

through their work with civil society organizations. Course faculty draw from their experiences as advocates, grassroots organizers, and lawyers, utilizing different strategies of resistance to effect change. By experiencing firsthand a broad spectrum of civil society organizations within the sphere of women's rights, students are challenged to come to their own conclusions on how to bridge the gap between human rights rhetoric and reality.

ENVI-3000-ARE, Socio-Ecological Dynamics and Conservation in Southern Patagonia and Antarctica, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

This course focuses on the relationships of humankind with their environment and natural resources in Southern Patagonia and Antarctica. Based in the southern most city of the world, Ushuaia, Tierra del Fuego, students learn about the physical, biological, and ecological characteristics of this region. The course challenges students to understand human beings as part of the ecosystem and the subsequent socio-ecological dynamics and to problematize different perspectives on resources from indigenous perspectives to those of missionaries and early explorers to the region. Students are exposed to the ecological and conservation issues associated with the use of marine resources in both artisanal and industrial contexts in Patagonia, learn of the complex nature of resource use and management in Tierra del Fuego, and examine community perspectives on climate change. In this course students learn about conservation of the marine ecosystem and examine environmental policies and current environmental education efforts in the region in order to gain a better understanding of what is required for effective

environmental stewardship in Patagonia, Antarctica, and the world. Coursework is conducted in Spanish, and some subjects may be introduced in English.

ENVI-3005-ARE, Climate Change and Marine Biology in Southern Patagonia and Antarctica, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

This course focuses on the various ways in which Southern Patagonia and Antarctica's biodiversity, more specifically their marine biology, are impacted by climate change. In this course, students examine the natural and dynamic components of the Beagle Channel, the Southern Ocean, and Antarctica and studies the coastal and marine biology of the region. The course includes site visits to a range of ecological sites chosen to represent Southern Patagonia and Antarctica's exceptionally unique biodiversity. Through the lens of climate change, students are exposed to how the region's biodiversity reflects geological, evolutionary, and biogeographical events to achieve greater understanding of the impact of climate change and other environmental dynamics. Coursework is conducted in Spanish with some subjects introduced in English.

ENVI-3500-ARE, Environmental Research Methods and Ethics, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

The Environmental Research Methods and Ethics course is an introduction to field research and research methods

in climate change, ecology, and conservation. The course prepares students to study and practice research effectively in a nontraditional and cross-cultural environment. Course content emphasizes understanding the human environment context as fundamental to knowing ecosystems, climate change, and people through fieldwork. The course introduces both ecological and anthropological field study techniques through the integration of field observation, activities, and interviews. Students gain familiarity with record keeping, scientific analysis, interpretation, and presentation based on primary sources. Through excursions and field assignments, the course introduces and critically employs scientific and social scientific methods appropriate to the program theme and for feasible and ethical research.

ISPR-3000-ARE, Independent Study Project, 4 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

The Independent Study Project (ISP) offers students the opportunity to undertake significant, specific, and individualized independent field study in which they most directly apply the concepts and skills of experience-based learning articulated and learned in all program components, including homestay, language study, educational excursions, and the courses on Environmental Research Methods and Ethics, climate change, ecology, and conservation. Although the last four weeks of the program are set aside for the major effort on the ISP, considerable planning and preparation begins shortly after orientation week. The Environmental Research Methods and Ethics sessions on concepts and rationale, methods and techniques, and evaluation of field study are designed to facilitate the student's engagement with independent study on a specific aspect that pertains to the student's academic interests or

personal inclination. The actual fieldwork for the ISP begins with the ISP preparation sessions and individual conferences to identify appropriate contacts and resources.

ITRN-3000-ARE, Internship and Seminar, 4 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

This course consists of a seminar and four weeks of an internship with a local community organization, research organization, business, or international NGO. The aim of an internship is to enable students to gain valuable professional experience and enhance their skills in an international environment. If you choose the internship option, you will complete work assigned to you by the organization and investigate crucial and diverse problems the organization faces and work to find solutions to them. Each institution will allocate a mentor who will guide your work so that your internship is relevant to the mission and vision of the organization and to the context and needs of the country.

SPAN-2003-ARE, Spanish for the Natural Sciences I, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss environmental and conservation issues, to conduct field

research, and to interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency testing, students are placed in classes according to their language level and receive further language practice in the homestays and on field visits.

SPAN-2503-ARE, Spanish for the Natural Sciences II, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

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

SPAN-3003-ARE, Spanish for the Natural Sciences III, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss

environmental and conservation issues, to conduct field research, and to interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency testing, students are placed in classes according to their language level and receive further language practice in the homestays and on field visits.

SPAN-3503-ARE, Spanish for the Natural Sciences IV, 3 Credits

Spring 2023: Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Latin America

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

IPBH-3000-ARH, Epidemiology and Social Determinants of Health, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

This interdisciplinary seminar focuses on Argentina's epidemiological profile. Students explore the relationship between urban environments and the health of city residents. While recent public health sector

achievements have improved the living conditions of many urban dwellers, great inequalities and inequities in health still exist. Through readings, lectures, and educational site visits, students critically analyze contemporary health challenges as they relate to epidemiology and social determinants of health. All coursework is conducted in Spanish.

IPBH-3005-ARH, Health Systems, Policies and Programs, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

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

IPBH-3500-ARH, Public Health Research Methods and Ethics, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for health-related research. They examine the ethical issues surrounding field research related to health issues and

medicine and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to the program themes. All coursework is conducted in Spanish.

ISPR-3000-ARH, Independent Study Project, 4 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: health problems associated with urban lifestyles, grassroots advocacy and healthcare services; AIDS policy and care; public health consequences of environmental contamination; gender and reproductive rights; challenges to achieving the UN Millennium Development Goals in Argentina; healthcare access among immigrant populations.

ITRN-3000-ARH, Internship and Seminar, 4 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

This seminar consists of a four-week internship working with a local social organization, health services and research institutions in the City of Buenos Aires, Buenos

Aires province, Tucumán or Mendoza. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a project or activity that address a need identified by the organization. An internship advisor/mentor appropriate to the organization/institution is also selected. Mentors are usually host country research professionals. During the internship, students will have the opportunity to participate in two workshops to share and reflect on their experience in the field and discuss their work progress. In conducting their internship students directly utilize the concepts and skills of field-based learning. The internship will be conducted in Spanish.

SPAN-2003-ARH, Spanish for the Health Sciences I, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

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

SPAN-2503-ARH, Spanish for the Health Sciences II, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

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

SPAN-3003-ARH, Spanish for the Health Sciences III, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

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

SPAN-3503-ARH, Spanish for the Health Sciences IV, 3 Credits

Spring 2023: Argentina: Public Health in Urban Environments | Latin America

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

ANTH-3500-ARR, Research Methods and Ethics, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

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

ISPR-3000-ARR, Independent Study Project, 4 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

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

ITRN-3000-ARR, Internship and Seminar, 4 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

This seminar consists of a four-week internship with a local community organization, research organization, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme. The internship course includes a module designed to help students build a foundation on which to engage in the internship experience.

LACB-3000-ARR, Social Movement and Human Rights in Argentina, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

This seminar introduces students to social movements and human rights issues in Argentina, focusing on the quest for social change in this country and Latin America. Students analyze the roles played by NGOs and other organizations, as well as by broader social movements, in Argentina's struggle to attain and uphold human rights for its diverse citizens. The seminar includes both theoretical and experiential components, and students learn to draw connections from concepts to case studies and actual issues. Some of the main concepts studied in this seminar include: decolonizing, territory, social economy, and popular education. This class is taught primarily in Buenos Aires but also in Salta, Jujuy, and Santa Fe. All coursework is conducted in Spanish.

LACB-3005-ARR, History and Human Rights in Argentina, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

This course introduces students to Argentina's long struggle to guarantee its diverse populations' human rights, defined broadly to include civil and political rights, and economic, social and cultural rights, as well as the so-called "solidarity rights." Students examine the history of Argentina to facilitate the contextualization of the struggle for human rights that have taken place in the country during the past few years. They then examine the present international system of human rights protection and the use of legislation as a tool for social transformation, as human rights issues are continually redefined in Argentina. Students are expected to be familiar with the contents of special protection rights, such as the rights of women, immigrants and indigenous people, the right to communication, the right to the city, and environmental rights. They also discuss topics that endanger respect for human rights including discrimination, racism, and state violence. This class is

taught primarily in Buenos Aires but also in Patagonia. All coursework is conducted in Spanish.

SPAN-2003-ARR, Spanish for Social Sciences I, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

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

SPAN-2503-ARR, Spanish for Social Sciences II, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

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

SPAN-3003-ARR, Spanish for Social Sciences III, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

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

SPAN-3503-ARR, Spanish for Social Sciences IV, 3 Credits

Spring 2023: Argentina: Social Movements and Human Rights | Latin America

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

ANTH-3500-ARD, Research Methods and Ethics, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

This research methods course is designed to prepare students to organize and conduct an Independent Study Project or internship. Students study and practice basic

social science methods through lectures, readings, and field activities, with a special focus on qualitative methods. They examine the ethical issues surrounding field research related to the program themes and are guided through the World Learning/SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to the program themes. All coursework is conducted in Spanish, with occasional readings in English.

ISPR-3000-ARD, Independent Study Project, 4 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

Conducted in Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. One of the many advantages of this program is the wide range of themes that can be explored through the region. Sample topic areas: bilateral government-owned development projects; immigration policy changes; development of corporate social responsibility; women's political participation; changes in political participation; sustainability of agricultural export production; challenges of indigenous communities; environmental issues in the region; women's agenda; political party strategies; implementation of agro-ecological and organic models for production; comparative policies between countries

of the Southern Cone; implementation of fair trade policies.

ITRN-3000-ARD, Internship and Seminar, 4 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

This seminar consists of a four-week internship with an additional week for preparation and reflection. The internship will be carried out in Argentina or Paraguay with a local community organization, research organization, or international NGO. The organization will focus on the following topics: economic and human development; gender and development; human rights and development; migration and transnational issues; regional integration. The aim of the internship is to enable the student to gain valuable work experience and enhance their skills in an international work environment. Students will complete the internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a project proposal to produce social change with a corresponding funding strategy. The internship will be conducted in Spanish.

LACB-3000-ARD, Transnationalism and Regional Processes in the Southern Cone, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

This course provides students with a general overview of regional integration processes in Latin America by looking at some of its core institutions, including

MERCOSUR (Mercado Común del Sur) and UNASUR (Union of South American Nations), and examining them from the point of view of four countries of the Southern Cone. The course takes both an economic and international relations perspective, paying special attention to current transformations and development processes within southern countries and their implications for regional integration. This course also explores the way in which transnational social movements agendas sharpen national and transnational politics and uses Uruguay and Brazil as major comparative studies to examine such issues as public policies around Afrodescendent populations' rights, and farmers' struggle for land. Transnational studies have consolidated themselves across the social sciences in an attempt to provide an analytical framework through which to look at processes beyond the nation state and in order to understand regional processes, migration, development models, inequality, and the construction of citizenship in its various dimensions. Analysis of topics can be as varied as the formation of global commodity and care chains, political practices and struggles for citizenship followed by transmigrants, or transnationalization of social and environmental protests. The course examines different conceptions of governance, redefinitions of the role of the nation state, the restructuring of the economy (including economic inequalities), and different strategies through which social mobilization operates. This course is carried out in five different locations: Buenos Aires; Rio de Janeiro, Brazil; Porto Alegre (spring semester) or São Paulo, Brazil (fall semester); and Colonia and Montevideo, Uruguay. All coursework is conducted in Spanish with occasional readings in English.

LACB-3005-ARD, Development and Social Change, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

SPAN-2003-ARD, Spanish for Social Sciences and Development I, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

SPAN-2503-ARD, Spanish for Social Sciences and Development II, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

SPAN-3003-ARD, Spanish for Social Sciences and Development III, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

SPAN-3503-ARD, Spanish for Social Sciences and Development IV, 3 Credits

Spring 2023: Argentina: Transnationalism and Comparative Development in South America | Latin America

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

ANTH-3500-CIK, Research Methods and Ethics, 4 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

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

ISPR-3000-CIK, Independent Study Project, 4 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

Conducted in Santiago, Buenos Aires or in another approved location appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well.

ITRN-3000-CIK, Internship and Seminar, 4 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

This seminar consists of a four-week internship in Buenos Aires, Argentina, or Chile with a local community or social organization, school, university, union, or federation of students or teachers, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. The internship will be conducted in Spanish.

LACB-3000-CIK, Education Quality and Equity: Tensions and Proposals, 3 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

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

LACB-3005-CIK, Bilingual Intercultural Education and Popular Education, 3 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

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

legislative framework. All coursework is conducted in Spanish.

SPAN-2003-CIK, Spanish for Social Sciences and Education I, 3 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

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

SPAN-2503-CIK, Spanish for Social Sciences and Education II, 3 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

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

SPAN-3003-CIK, Spanish for Social Sciences and Education III, 3 Credits

Spring 2023: Chile: Comparative Education and Social Change | Latin America

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

ITRN-3000-CIV, Virtual Internship & Seminar, 4 Credits

Spring 2023: Chile: Virtual Internship in Education & Social Change Organizations | Latin America

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a school, a university, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your

internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

ENVI-3000-ECE, Conservation and Sustainability Practices in Ecuador, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

This course focuses on the analysis of major science-related environmental issues that currently threaten Ecuadorian ecosystems. It provides a multifaceted and interdisciplinary exploration of Ecuadorian conservation and sustainability issues. The course examines contemporary conservation science strategies that have been implemented in order to protect the country's natural resources and discusses their effectiveness and viability. Through the exploration of Ecuadorian conservation and sustainability issues, the course enables students to build an individual framework that facilitates their conceptualization of contemporary environmental issues related to conservation and, as a result, the impact on local resources. The course is conducted mainly in Spanish and encompasses fieldwork activities applying robust science research methods.

ENVI-3005-ECE, Comparative Tropical Ecology, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

Through a comparative approach, 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. During field trips, students apply biological and ecological techniques such as quadrants and transects, engage in biological monitoring for plants and animals, and learn to conduct population studies, water and soils analysis, and other techniques. As part of the course, students visit several sites, including Galápagos National Park, Yasuní National Park, Limoncocha Biological Reserve, Chimborazo or Antisana Andean Reserves, Jerusalem Protected Andean Dry Forest, Santa Lucia Cloud Forest Reserve, Yunguilla Community reserve, and La Hesperia Reserve. Coursework is conducted in Spanish with occasional lectures in English.

ENVI-3500-ECE, Environmental Research Methods and Ethics, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

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

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

ISPR-3000-ECE, Independent Study Project, 4 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

Conducted in approved locations around Ecuador, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. While the ISP can include social science concepts, the main focus should be biological, ecological, and/or environmental, based upon requests from local NGOs, nature reserves, and local communities.

SPAN-2003-ECE, Spanish for the Natural Sciences I, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

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

SPAN-2503-ECE, Spanish for the Natural Sciences II, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

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

SPAN-3003-ECE, Spanish for the Natural Sciences III, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

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

SPAN-3503-ECE, Spanish for the Natural Sciences IV, 3 Credits

Spring 2023: Ecuador: Comparative Ecology and Conservation | Latin America

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

ANTH-3500-CIR, Research Methods and Ethics, 3 Credits

Spring 2023: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

ISPR-3000-CIR, Independent Study Project, 4 Credits

Spring 2023: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

ITRN-3000-CIR, Internship and Seminar, 4 Credits

Spring 2023: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

The internship consists of a four-week period with a local community organization, research organization, or NGO. Students complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. International internships offer students an opportunity to combine an experience abroad, with all the benefits of intercultural and foreign language learning, with a pre-professional experience, acquiring 21st Century skills such as an ability to flourish in a diverse and multinational workplace. An internship advisor/mentor appropriate to the organization/institution is also selected. Mentors are usually host country research professionals. In conducting their internship, students use the concepts and skills of field-based learning. The internship will be conducted in Spanish.

LACB-3000-CIR, Culture and Society in Contemporary Chile, 3 Credits

Spring 2023: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

LACB-3005-CIR, Socioeconomic Development in Chile, 3 Credits

Spring 2023: Ecuador: Cultural Identity, Social Justice, and Community Development | Latin America

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

**SPAN-2503-CIR, Spanish for Social and Cultural Studies I,
3 Credits**

**Spring 2023: Ecuador: Cultural Identity, Social Justice,
and Community Development | Latin America**

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

**SPAN-3003-CIR, Spanish for Social and Cultural Studies
II, 3 Credits**

**Spring 2023: Ecuador: Cultural Identity, Social Justice,
and Community Development | Latin America**

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

**SPAN-3503-CIR, Spanish for Social and Cultural Studies
III, 3 Credits**

**Spring 2023: Ecuador: Cultural Identity, Social Justice,
and Community Development | Latin America**

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

**ANTH-3500-ECR, Research Methods and Ethics, 3
Credits**

**Spring 2023: Ecuador: Development, Politics, and
Languages | Latin America**

In this research methods course designed to prepare students for the Independent Study Project (ISP), students examine the ethical challenges of field research and learn how to prepare a research proposal and how to employ basic ethnographic methods appropriate to a range of themes as well as more specific methods appropriate to the study of politics, language, and discourse. By the end of the course students will have chosen an ISP topic, selected appropriate methods, and written a solid proposal for an ISP related to the program themes. The course is conducted in Spanish with occasional sessions in English.

ISPR-3000-ECR, Independent Study Project, 4 Credits

**Spring 2023: Ecuador: Development, Politics, and
Languages | Latin America**

Conducted in Quito or in another approved location in Ecuador appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's broad concerns with power, politics, language, and development. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper.

LACB-3000-ECR, Languages in Contact: Spanish, Quichua, and Other Languages in Ecuador, 3 Credits

Spring 2023: Ecuador: Development, Politics, and Languages | Latin America

In this seminar, students combine theory and practice to study Ecuador's languages in three different manners. First, from a cultural standpoint, students learn about the encounter between Spanish and Ecuador's indigenous languages and how language and power have interacted and contributed to tensions between domination and resistance. They look closely at Ecuadorian Spanish to ask what makes Ecuador's Spanish Ecuadorian, examining the influence of different populations, time periods, and events on the evolution of the language, considering regional differences as well. Finally, they study Quichua, Ecuador's main indigenous language, examining the politics of bilingual education, questions surrounding intellectual production and translation, and the use of Quichua in different settings. Students also examine the growing concern for other indigenous languages, particularly those in danger of extinction. Finally, all students participate in a workshop of introductory lessons in Quichua to finish out this experience. This course is conducted in Spanish, although it may occasionally include a few readings in English and in Quichua.

LACB-3005-ECR, Paradigms of Development and Political Discourse in Ecuador, 3 Credits

Spring 2023: Ecuador: Development, Politics, and Languages | Latin America

Discourse and power are related in all nations, but Ecuador has a particularly sophisticated discursive system in place. At the same time, counter-hegemonic discourses are also prevalent. In this broadly defined interdisciplinary seminar, students examine the core political and development themes of the program and inquire specifically into the complex relationships between development, power, and politics in Ecuador. After a review of Ecuadorian history, socio-political movements and development paradigms, students consider the concept of political discourse as an object of study. Through lectures, course readings, site visits, and excursions, students examine several dominant discourses related to development, politics, sustainability, interethnic relations, and other issues in Ecuador. They study resistant discourses to ask how people are voicing alternative ways of knowing and developing. While learning about politics and development in Ecuador, students construct a nuanced understanding of how discourse has been used to instill, reinforce, subvert, and reinvent power relationships over time in this nation. This course is conducted in Spanish, although it may occasionally include a few readings in English.

SPAN-2003-ECR, Spanish for the Social Sciences I, 3 Credits

Spring 2023: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The

course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

SPAN-2503-ECR, Spanish for the Social Sciences II, 3 Credits

Spring 2023: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

SPAN-3003-ECR, Spanish for the Social Sciences III, 3 Credits

Spring 2023: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the

appropriate class placement. The outgoing exam includes both a written and an oral component.

SPAN-3503-ECR, Spanish for the Social Sciences IV, 3 Credits

Spring 2023: Ecuador: Development, Politics, and Languages | Latin America

In this course, students refine their Spanish language skills, with a focus on enhancing oral proficiency. The course deepens students' contact with public, private, and community media in Ecuador and includes visits to several relevant sites in Quito, such as the Secretaría Nacional de Comunicación and Fundamedios. Students take an ungraded placement exam to determine the appropriate class placement. The outgoing exam includes both a written and an oral component.

IPBH-3000-CIH, Public Health in Chile, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

IPBH-3005-CIH, Traditional Medicine and Community Health, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

In this second seminar, students learn about traditional healthcare practices in Chile and analyze the role of these practices in overall community health. The course focuses on the Mapuche and Aymara peoples in particular. Students explore these indigenous conceptualizations of health and healing, the connection between healing and spiritual beliefs, and indigenous cosmovisions. Intercultural health and challenges to “legitimizing” and “mainstreaming” traditional indigenous healthcare are studied. Disparities in healthcare access among diverse populations are also analyzed. All coursework is conducted in Spanish.

IPBH-3500-CIH, Public Health Research Methods and Ethics, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice a range of methods appropriate for researching health topics. They examine the ethical issues surrounding field research related to public health and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to public

health, traditional medicine, and community empowerment in Chile. All coursework is conducted in Spanish.

ISPR-3000-CIH, Independent Study Project, 4 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

Conducted in Arica, Santiago, Valparaíso, Temuco, or other approved locations appropriate to the project, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice or perform a health practicum within the program’s thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Students may choose to incorporate a guided practicum experience into the project as well.

ITRN-3000-CIH, Internship & Seminar, 4 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

This seminar consists of a four-week internship with a health facility; a social, community, or indigenous organization; a nonprofit institution; or a university in Arica, Putre, Makewe, or Santiago. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible

solution to a problem identified by the organization. The internship will be conducted in Spanish.

SPAN-2003-CIH, Spanish for the Health Sciences I, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

SPAN-2503-CIH, Spanish for the Health Sciences II, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

SPAN-3003-CIH, Spanish for the Health Sciences III, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

SPAN-3503-CIH, Spanish for the Health Sciences IV, 3 Credits

Spring 2023: Ecuador: Public Health, Traditional Medicine, and Community Empowerment | Latin America

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

ANTH-3500-MXR, Research Methods and Ethics, 3 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

This research methods course is designed to prepare students for an Independent Study Project or internship. Through lectures, readings, and field activities, students study and practice basic social science methods. They examine the ethical issues surrounding field research related to human rights and other program themes and are guided through the World Learning / SIT Human Subjects Review process, which forms a core component of the course. By the end of the course, students will have chosen a research topic or internship placement, selected appropriate methods, and written a solid proposal for an Independent Study Project or internship related to the program themes. This course is conducted in Spanish, although it may occasionally include a few readings in English

ISPR-3000-MXR, Independent Study Project, 4 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

ITRN-3000-MXR, Internship and Seminar, 4 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme. The internship course includes a module designed to help students build a foundation on which to engage in the internship experience.

LACB-3000-MXR, Political Economy of Migration, 3 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

This course focuses on structural causes of inequality and migration rooted in national and international economic policies and practices. Students are first introduced to major theories of development that influence economic policy and then apply those theories to a deeper examination of how the global economy affects Mexico. The course narrows its focus from the global level to the national level in Mexico and then to the local level in Oaxaca. As a result, students are able to connect local realities to trends in the global economy. In the latter part of this course, students incorporate emerging studies on climate change, migration, and border enforcement as an additional structural cause linked to international economic policies. Finally, the course brings attention to the rich and inspiring grassroots movements in Oaxaca that are pursuing alternative forms of economic development. This course is conducted in

Spanish, although it may occasionally include a few readings in English.

LACB-3005-MXR, Migration and Borders in a Globalized World, 3 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

This course focuses on the various ways in which diverse individuals and communities are impacted by changes in the global economy and high levels of international undocumented migration. Students examine historical and current trends in migration patterns and consider the different ways economic change and migration affect various sectors of society, such as youth, women, LGBTQ people, indigenous communities, Central Americans, urbanites, and rural farmers. Students are then able to construct a nuanced understanding of migration and how people are responding to its consequences and opportunities. The ongoing development of formalized, enforced borders is also a major focus of this course. Students visit Mexico's northern and southern borders and learn about state efforts to restrict human mobility across international boundaries while learning how these efforts can generate greater levels of vulnerability, including serious human rights abuses, for migrants. Other excursions and site visits in Oaxaca provide opportunities for students to hear directly from people and communities deeply affected by undocumented migration to the United States. This course is conducted in Spanish, although it may occasionally include a few readings in English.

SPAN-2503-MXR, Spanish for Social and Cultural Studies I, 3 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

SPAN-3003-MXR, Spanish for Social and Cultural Studies II, 3 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

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

SPAN-3503-MXR, Spanish for Social and Cultural Studies III, 3 Credits

Spring 2023: Mexico: Migration, Borders, and Transnational Communities | Latin America

In this course, students hone their speaking, reading, and writing skills through classroom and field instruction. They practice reading professional social science

literature as they learn the terms and expressions needed to discuss human rights and social movement issues, to conduct field research, and to interact in settings related to the program themes. Students are placed in small classes based on an in-country evaluation that tests both written and oral proficiency.

ENVI-3000-PNE, Human Ecology and Conservation in the Tropics, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

ENVI-3005-PNE, Comparative Tropical Ecology, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

Through a comparative approach, students learn about the characteristics and dynamics of distinct yet

interdependent tropical ecosystems. Students conduct field exercises in tropical cloud forests, rainforests, lowland dry forests, coral reefs, sea grass beds, and coastal mangroves. Students are introduced to tropical flora and fauna, rainforest biodiversity, ecological resilience, and similar topics.

ENVI-3500-PNE, Environmental Research Methods and Ethics, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

This course focuses on learning how to collect and systematize ecological data to understand ecosystem function and adaptation. Through field lectures, practice, and classroom learning, students learn and apply a range of ecological research methods. They examine the ethical issues surrounding field research related to ecology and conservation and are guided through the World Learning / SIT Human Subjects Review process. By the end of the course students will have learned, applied, and collected data from a minimum of 20 field research methods.

ISPR-3000-PNE, Independent Study Project, 4 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

The Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a formal research paper and oral presentation. Depending on student

interest, research can be conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other approved sites within Panama.

SPAN-1003-PNE, Spanish for the Natural Sciences I, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

SPAN-2003-PNE, Spanish for the Natural Sciences II, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

In this course, students build their speaking, reading, and writing skills through classroom and field instruction. They practice reading scientific literature as they learn the formal terms and local expressions needed to discuss ecological issues, to conduct field research, and to interact in settings related to the program themes. Based on in-country evaluation, including oral proficiency

testing, students are placed in classes according to their language level and receive further language practice in the homestays and on field visits.

SPAN-2503-PNE, Spanish for the Natural Sciences III, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

SPAN-3003-PNE, Spanish for the Natural Sciences IV, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

language level and receive further language practice in the homestays and on field visits.

SPAN-3503-PNE, Spanish for the Natural Sciences V, 3 Credits

Spring 2023: Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | Latin America

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

ANTH-3500-PER, Research Methods and Ethics, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

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

chosen a research topic, selected appropriate methods, and written a solid proposal for an Independent Study Project related to the program themes. All coursework is conducted in Spanish.

ISPR-3000-PER, Independent Study Project, 4 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

Conducted in Cuzco or other approved and appropriate locations in Peru, the Independent Study Project offers students the opportunity to conduct field research on a topic of their choice within the program's thematic parameters. The project integrates learning from the various components of the program and culminates in a final presentation and formal research paper. Sample topic areas: the role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; interaction between urban and rural communities; generational dynamics in cultural pride and heritage; bicultural/bilingual education; conflicts between conservation and extractive industries.

LACB-3000-PER, History of Indigenous Cultures in Peru, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

The course begins with an examination of the history of Andean and Amazonian indigenous peoples in Peru. Students consider the prosperity and peacefulness of the precolonial period, the violence of the colonial era, and the birth and construction of the Peruvian republic,

asking how indigenous populations were and were not included in the nationalist project. Students also learn about the cosmovisions of both Andean and Amazonian cultures, traditional conceptualizations of gender, land use, and other topics. With these foundations, students then shift toward contemporary issues, in particular focusing on urbanization processes as they have affected indigenous peoples. All coursework is conducted in Spanish.

LACB-3005-PER, Indigenous Peoples in Motion: Changes, Resistance, and Globalization, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

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

QUEC-1001-PER, Quechua, 1 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

This introductory course emphasizes building oral and comprehension skills through classroom and field

instruction. Formal instruction is enhanced by language practice during rural homestays and excursions.

SPAN-2003-PER, Spanish for the Social Sciences I, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-2503-PER, Spanish for the Social Sciences II, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-3003-PER, Spanish for the Social Sciences III, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

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

SPAN-3503-PER, Spanish for the Social Sciences IV, 3 Credits

Spring 2023: Peru: Indigenous Peoples and Globalization | Latin America

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

ANTH-3500-JOR, Research Methods and Ethics, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The seminar includes lectures on qualitative methods of research in social sciences and in particular in the critical global issues of migration, identity, and resilience; development of a research 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, which is largely based on the data gathered from primary sources, or an internship at a local organization.

ARAB-1003-JOR, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-1006-JOR, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-1503-JOR, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-1506-JOR, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2003-JOR, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

testing. A component on Jordanian Colloquial Arabic is also part of the course.

ARAB-2006-JOR, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2503-JOR, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-2506-JOR, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-3003-JOR, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of

the Middle East, and a six-credit Arabic language course. 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.

ARAB-3006-JOR, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-3503-JOR, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ARAB-3506-JOR, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminars and a 3-credit Arabic language course OR the thematic seminar course, Geopolitics, International Relations, and the Future of the Middle East, and a six-credit Arabic language course. 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.

ISPR-3000-JOR, Independent Study Project, 4 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

Conducted in Amman or another approved location in Jordan appropriate to the project. Sample topic areas: the Jordanian political system; Jordan's foreign policy; the Arab Spring, refugees, nongovernmental organizations, and the Jordanian internal arena; state power and the regulation of Islam; gender and forms of sexual expression; Jordan and the Gulf Corporation Council; political power of tribes; social change through modern art; the Christian population in Amman; nationalism in Jordan; women's participation in Jordanian politics and civil society; Islam and state discourses on development; nongovernmental organization and donor interaction in Jordan; environment, resources, and sustainable development; freedom of expression in the Jordanian press; relationships among Jordanian youth.

ITRN-3000-JOR, Internship and Seminar, 4 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the

program's critical global issue focus and overall program theme.

MDES-3000-JOR, Geopolitics, International Relations, and the Future of the Middle East, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

Over the last two decades, the Middle East has been the stage of some mega events that continue to reshape the geopolitical map of the region. As a peace broker in the region, Jordan provides an excellent site for the study of ways in which geography shapes politics, shifts power configurations, and impacts international relations. Issues of relevance to the theme of the seminar include territorial conflict and state sovereignty, international intervention and dominant paradigm of international relations, geopolitical imagining and refugee crisis, and the impact of political crises on social organization, economy, and human ecology. Students study the nature of dominant International Relations paradigm in the Middle East and geopolitical discourse. In Istanbul, students learn from local academics how Turkey has become a strong geopolitical regional player in Middle Eastern politics and international relations, and the extent to which Turkey is influencing the future political arena of the Middle East. This seminar includes classroom activities (lectures and reading assignments) and incorporates educational excursions, visits to organizations, agencies, critical thinking exercises, voluntary work, and field-based assignments. The Geopolitics, International Relations, and the Future of the Middle East seminar has an interdisciplinary, integrative, and critical focus.

MDES-3500-JOR, The Psychology of Peace, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

This interdisciplinary seminar addresses theory and practice of peace psychology, the psychological causes of violence and nonviolence, nonviolent struggle, nonviolence and social change, the role of emotions in peacebuilding, negotiations of political disputes, and the impact of exiled and displaced populations on the psychology of peace and conflict resolution. The seminar also assesses applications of human psychology to the study of international politics. Psychological analyses of foreign policy and decision making, international conflict, and conflict resolution greatly contribute to the understanding of international relations. Students study the psychology of diverse actors of international relations, international relations and foreign policy decision making, role of biases, role of emotions in political decision making, and other psychological factors contributing to better understanding and explanation of international relations and politics. Through field visits with NGOs working in psychological services, health institutions, and discussions with academics, diplomats, and peace negotiators, students learn about the psychology of peace as it impacts conflict resolution and peace processes in Jordan and the Middle East.

PSYC-3500-JOR, The Psychology of Peace, 3 Credits

Spring 2023: Jordan: Geopolitics, International Relations, and the Future of the Middle East | North Africa and the Middle East

This interdisciplinary seminar addresses theory and practice of peace psychology, the psychological causes of violence and nonviolence, nonviolent struggle,

nonviolence and social change, the role of emotions in peacebuilding, negotiations of political disputes, and the impact of exiled and displaced populations on the psychology of peace and conflict resolution. The seminar also assesses applications of human psychology to the study of international politics. Psychological analyses of foreign policy and decision making, international conflict, and conflict resolution greatly contribute to the understanding of international relations. Students study the psychology of diverse actors of international relations, international relations and foreign policy decision making, role of biases, role of emotions in political decision making, and other psychological factors contributing to better understanding and explanation of international relations and politics. Through field visits with NGOs working in psychological services, health institutions, and discussions with academics, diplomats, and peace negotiators, students learn about the psychology of peace as it impacts conflict resolution and peace processes in Jordan and the Middle East.

ANTH-3500-JOP, Research Methods and Ethics in Psychology and Counseling, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

The Research Methods and Ethics in Psychology and Counseling course (RME) introduces students to ethical dilemmas, the scientific, conceptual, practical methods and tools for conducting psychological research and gathering data, and the knowledge and skills that are essential for writing an Independent Study Project (ISP) or Internship proposal in psychology, mental health, and counseling in conflict and post-conflict environments and the cultural context of Jordan. In particular, the course enhances students' skills at building rapport and constructive relationships with organizations and/or individuals; gathering, recording, and analyzing primary

data; and writing a scholarly academic research paper or internship paper. 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 field of psychology, mental health, counseling in conflict and post-conflict contexts and the local cultural context of Jordan. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

ARAB-1003-JOP, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-1503-JOP, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-2003-JOP, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-2503-JOP, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-3003-JOP, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine both the language they use on a daily basis and the way this language interacts with local culture. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different

applications of the language. The 3-credit course will be held over 45 academic hours.

ARAB-3503-JOP, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine both the language they use on a daily basis and the way this language interacts with local culture. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language. The 3-credit course will be held over 45 academic hours.

ISPR-3000-JOP, Independent Study Project, 4 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

The Independent Study Project (ISP) is a five-week long self-designed research project offering students the opportunity to undertake a personally significant and independent investigation, which highlights the regional and cultural reality that can only be encountered during

a study abroad experience. The ISP is the academic component in which the student most directly applies the concepts, skills, tools, and techniques of experience-based learning articulated through the Research Methods and Ethics course and the thematic courses, while enabling students to further integrate their language skills and the contacts they have developed in the homestay and in the broader community. Each student will plan, develop, and independently undertake a research project, with the advice and guidance of the academic director and an ISP Advisor—a local academic and/or psychology, mental health, or counseling professional. The topic of study may be anything of interest to the student, within the scope of the program and the immediate region, and is usually developed out of lectures, discussions, field visits, and educational excursions. The final project should provide material evidence of student capability in utilizing appropriate methodologies, ethical standards, and in synthesizing experiences in the host culture. Students are expected to complete 180 hours of field-based (non-archival, non-library) research on their topic, submit a substantial written paper, and deliver an accompanying oral presentation. It is not uncommon for ISPs to strongly contribute to the student's choice of subject for graduate studies or professional career.

ITRN-3000-JOP, Internship & Seminar, 4 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This seminar consists of a five-week internship with health clinics, clinical psychology clinics, counseling centers, health and psychiatric hospitals and centers, and health, psychiatric, and psychology clinics of non-governmental organizations. These organizations may include, but are not limited to, health, psychological, and psychiatric clinics at Doctors without Borders,

International Medical Corps, Save the Children, Care International, Jordan Health Aid Society international, Jordan Red Crescent, Jordan Red Cross, Syrian American Medical Society, The Center for Victims of Torture, Collateral Repair Project, and Blumont (formerly International Relief and Development). The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the core program themes. SIT will use its extensive network to facilitate an internship placement for students where interviews may be required. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's Academic Director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of resources available at the placement site and to be proactive in engaging with local experts to achieve internship objectives. Weekly two-hour reflection and assessment meetings are held with the Academic Director or internship coordinator to review the progress of the internship, learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture and ethics in the context of the internship. Each student will be required to submit a final paper in which they process their learning experience on the internship, analyze an issue important to the placement site, and apply what they are learning at the internship site to the core themes of the program. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship paper may involve interviews and other data collection methods relevant to achieving internship learning goals. Students will also do a final presentation to demonstrate how the internship experience enhanced their understanding of the SIT program themes and its Critical Global Issue focus. The paper should also briefly

document a comprehensive schedule and the specific skills and knowledge acquired through the experience. Rubrics for the focus project paper and presentation will be shared with students in country.

PSYC-3000-JOP, Psychology and Mental Health in Conflict and Post-Conflict Contexts, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This seminar addresses psychological constructs in post-conflict contexts and the mental health of post-conflict contexts. It provides an overview of what psychology, mental health, and conflict are and how conflict and post-conflict contexts alter psychological constructs and affect mental health. Students learn about biological, social, and psychological bases of mental disorders within the frame of the biopsychosocial approach focusing on post-conflict contexts. In this course, students are also exposed to different frameworks and guidelines of psychological and mental interventions with conflict-affected populations and study psychosocial support needs, design, and implementation in post-conflict environments.

PSYC-3005-JOP, Counseling and Psychological Well-being, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

This seminar provides students with an overview of the major areas of counseling psychology and psychological well-being. The seminar also delivers different stress management and self-care strategies for the students. Students study the concept of counseling psychology and

psychological well-being, counseling psychology skills, stress and stress management, burnout and burnout management, trauma and vicarious and secondary trauma, communication skills, setting boundaries, attitude and attitude change, anger management, and self-awareness as part of self-care strategies for psychology, mental health, and counseling psychology service providers.

PSYC-3500-JOP, Research Methods and Ethics in Psychology and Counseling, 3 Credits

Spring 2023: Jordan: Psychology, Well-being & Mental Health | North Africa and the Middle East

The Research Methods and Ethics in Psychology and Counseling course (RME) introduces students to ethical dilemmas, the scientific, conceptual, practical methods and tools for conducting psychological research and gathering data, and the knowledge and skills that are essential for writing an Independent Study Project (ISP) or Internship proposal in psychology, mental health, and counseling in conflict and post-conflict environments and the cultural context of Jordan. In particular, the course enhances students' skills at building rapport and constructive relationships with organizations and/or individuals; gathering, recording, and analyzing primary data; and writing a scholarly academic research paper or internship paper. 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 field of psychology, mental health, counseling in conflict and post-conflict contexts and the local cultural context of Jordan. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

ANTH-3500-JOH, Research Methods and Ethics, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar provides students with the necessary conceptual and methodological tools to undertake field study in Jordan. Students also learn the ethical and cultural considerations and procedures for conducting research with vulnerable populations such as refugees and displaced populations. 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), or an Internship Paper, which is largely based on the data gathered from primary sources, or an internship at a local organization.

ARAB-1003-JOH, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-1006-JOH, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-1503-JOH, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-1506-JOH, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-2003-JOH, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-2006-JOH, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-2503-JOH, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-2506-JOH, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3003-JOH, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3006-JOH, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3503-JOH, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ARAB-3506-JOH, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The language course is offered at different levels: Choose to take either two thematic seminar and a 3-credit Arabic language course OR the thematic seminar course, Refugees and Displaced Populations in the Context of Jordan, and a six-credit Arabic language course. 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.

ISPR-3000-JOH, Independent Study Project, 4 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

The Independent Study Project is 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; the effect of daily stressors on Syrian refugee women; consequences of displacement on increased risks of domestic violence and gender-based violence; malnutrition in refugee children; refugee women's empowerment and protection.

ITRN-3000-JOH, Internship and Seminar, 4 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar consists of a four-week internship with a research organization, business, UN agency, intergovernmental organization, international development agency and national and local NGOs providing humanitarian assistance and development aid to refugee and local communities. The aim of an internship is to enable students to gain valuable internship experience and enhance their skills in an international internship environment.

MDES-3000-JOH, Refugees and Displaced Populations in the Context of Jordan, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar introduces students to the principles, guidelines, and laws related to refugee status and treatment as well as the legal responsibility of states to guarantee refugees' right to assistance and protection. The seminar also explores the major challenges refugees face, such as identity crises, social integration, and cultural-contextual change, as well as the social, economic, and political impact of the successive waves of refugees on Jordan.

MDES-3500-JOH, Refugee Health and Humanitarian Action, 3 Credits

Spring 2023: Jordan: Refugees, Health, and Humanitarian Action | North Africa and the Middle East

This seminar examines firsthand the humanitarian relief action taking place in Jordan to provide assistance to Syrian refugees, with special emphasis on the health sector. The seminar addresses the principles, rights, and duties governing humanitarian action and looks into the

challenges of providing assistance to refugees. The health status and risk factors of refugees and the health services available to them will be addressed, with special emphasis on vulnerable groups including women, children, and people with disabilities.

ARAB-1003-JOA, Beginning Modern Standard Arabic, 3 Credits

**Spring 2023: Jordan: Virtual Arabic Language (All Levels)
| North Africa and the Middle East**

This nine-week online course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

ARAB-1503-JOA, Beginning Modern Standard Arabic, 3 Credits

**Spring 2023: Jordan: Virtual Arabic Language (All Levels)
| North Africa and the Middle East**

This nine-week online course includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give

students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

ARAB-2003-JOA, Intermediate Modern Standard Arabic, 3 Credits

**Spring 2023: Jordan: Virtual Arabic Language (All Levels)
| North Africa and the Middle East**

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language

ARAB-2503-JOA, Intermediate Modern Standard Arabic, 3 Credits

**Spring 2023: Jordan: Virtual Arabic Language (All Levels)
| North Africa and the Middle East**

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard

Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language

ARAB-3003-JOA, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine the language they use on a daily basis. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

ARAB-3503-JOA, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Jordan: Virtual Arabic Language (All Levels) | North Africa and the Middle East

This nine-week online course presents a survey of major concepts in Arabic language and culture and aims to develop students' knowledge of Modern Standard Arabic: both colloquial spoken language and the written script. It aims to have students critically examine the language they use on a daily basis. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of everyday life in Jordan and Jordanian society as a whole. Thus, not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

AFRS-3000-MOM, Migration and Transnational Identity, 3 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

This course provides the main context for students to engage academically, epistemologically, and intellectually with the theme of migration and mobility. Students utilize a multi-level and multi-disciplinary approach that considers core issues of local and global cultural politics, development policies and their implications on national economies, local communities, and human rights, all in the context of transnational mobility. The course facilitates the student's development of critical perspectives capable of assimilating the reality of interconnectedness and transnationalization not only of problems, but more important, of viable alternatives. The course is divided into modules, which explore the following themes:

culture and the Mediterranean space; sub-Saharan African immigrants in Morocco and trans-Saharan crossings and related issues of human rights and refugee status; Moroccan immigrants in Europe and development; European Migration to Morocco, European migration policy, gender and migration, social movements and transnational identities. Throughout the course, readings and class discussions address issues of religion, race, gender, identity, undocumented and underage migrants, citizenship, and nationality.

ANTH-3500-MOM, Research Methods and Ethics, 3 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

This course is designed to provide firsthand and experiential knowledge about the richness and challenges of conducting field study in Morocco. It provides 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 course, and to prepare to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the Institutional Review Board. At the end of the course, the student should have the cultural understanding and the methodological tools to successfully complete an Independent Study Project. The course is also designed to answer specific concerns that research on migration generally raises. Migration involves minors, undocumented migrants in transit, friends and families of victims of clandestine migrants, associations providing support to migrants, policymakers, and international organizations. The lectures address issues that pertain to research methods, confidentiality and anonymity of informants, interviewing and data collection, safety and

migrant psychology. Individual meetings are scheduled throughout the course to address research objectives and expectations of each student.

ARAB-1006-MOM, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-1506-MOM, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-2006-MOM, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-2506-MOM, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-3006-MOM, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ARAB-3506-MOM, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

The course is designed to equip students with a proficiency level in spoken Modern Standard Arabic in order to engage in everyday communication. The course integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist in language acquisition.

ISPR-3000-MOM, Independent Study Project, 4 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

Conducted in Rabat or another approved location in Morocco appropriate to the project. Students work closely with their academic director and a local advisor to design and build their Independent Study Project (ISP). Field-based ISPs on migration include the study of socioeconomic conditions of migrants, healthcare and

social protection, informal and formal education, migrants rights, migrant women, local perceptions of migration, intercultural communication, identity and resilience among migrant communities.

ITRN-3000-MOM, Internship and Seminar, 4 Credits

Spring 2023: Morocco: Migration and Transnational Identity | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the program's critical global issue focus and overall program theme.

AFRS-3000-MOR, Human Rights and Social Movements in a Multicultural Context, 3 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

This seminar aims to introduce students to the major current debates on the questions of human rights and social movements in the Moroccan hybrid political context. In the aftermath of the February 20, 2011 movement (the Moroccan version of the Arab Spring, since, commonly known as the February 20 Movement), Morocco has witnessed many social protest movements

across the country. These movements opened the door for a fundamental rethinking of the prevalent paradigms used to understand Moroccan political social dynamics. Students look at movements in terms of large-scale, dramatic events, while also paying close attention to the social infrastructure and actions of ordinary people that sustain movements on a daily basis. Using a perspective of "human rights practice" the focus is on analyzing how groups and organizations operationalize and view human rights through action rather than simply as legal norms. The seminar engages Moroccan academics, artists, civil society activists, policy makers, and students in debates on the development of a multicultural society in a political hybrid regime.

ANTH-3500-MOR, Research Methods and Ethics, 3 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

This course is designed to provide firsthand and experiential knowledge about the richness and challenges of conducting field study in Morocco. It provides 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 course, and to prepare the student to undertake field study in Morocco in strict observance of research procedure involving human subjects and the regulatory ethical norms defined by the Institutional Review Board. At the end of the course, the student should have the cultural understanding and the methodological tools to successfully complete their Independent Study Project. The course is also designed to answer specific concerns which the research on human rights generally raises. Multiculturalism and human rights involve minority groups, former political prisoners, families of victims of torture, policy makers,

and international human rights organizations. The lectures address issues that pertain to research methods, confidentiality and anonymity of informants, data gathering and interviewing, and the safety and psychology of minority groups and victims of repressive systems. Individual meetings are scheduled throughout the course and aim to address research objectives and the expectations of each student.

ARAB-1006-MOR, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-1506-MOR, Beginning Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits.

Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-2006-MOR, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-2506-MOR, Intermediate Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-3006-MOR, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ARAB-3506-MOR, Advanced Modern Standard Arabic, 6 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darija) in homestays, lectures, and field visits. Moroccan Arabic and Arabic calligraphy are also part of the course.

ISPR-3000-MOR, Independent Study Project, 4 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

Conducted in Rabat or in another approved location appropriate to the project in Morocco. The Independent Study Project (ISP) offers students the opportunity to undertake significant, specific, and individualized independent study; students apply the concepts and skills of experience-based learning articulated and

learned in all other program components. Although the ISP is largely conducted during the last four weeks of the program, considerable planning and preparation for the ISP is done throughout the term. The Research Methods and Ethics course addresses concepts and rationale, methods and techniques, and evaluation of field study, all designed to introduce the student to the general background of field study and to assist them with ISPs that will be of interest to them and relevant to the program theme. The actual fieldwork for the ISP begins with the ISP preparation sessions and individual sessions on resource search and identification of appropriate contacts and resources. Sample topic areas include: international and local nongovernmental human rights organizations in Morocco: cooperation and activism; inheritance rights and Itjihad in Morocco's modern society; childbirth in rural Morocco; Sufi poetry; the politics of expression among women in rural Morocco; the culture of volunteering in Muslim countries; code-switching and multilingualism in Moroccan music; fiction and the Moroccan Jewish community.

ITRN-3000-MOR, Internship and Seminar, 4 Credits

Spring 2023: Morocco: Multiculturalism and Human Rights | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable the student to gain valuable work experience and to enhance their skills in an international work environment. Students will complete an internship and submit a paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. A focus will be on linking internship learning with the

program's critical global issue focus and overall program theme.

ANTH-3500-TNC, Research Methods and Ethics, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This seminar includes lectures on qualitative methods of research in social sciences and in particular in the critical global issue of Identity|Migration|Resilience a research proposal or internship proposal, and preparation of an application for review of research with human subjects. The seminar strengthens students' cultural awareness through exercises and discussions about researcher positionality and the ethics of fieldwork in Tunisia. All students 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.

ARAB-1003-TNC, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction,

with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-1503-TNC, Beginning Modern Standard Arabic, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-2003-TNC, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or

advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-2503-TNC, Intermediate Modern Standard Arabic, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-3003-TNC, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit

introduction to Tunisian Colloquial Arabic is included in all language levels.

ARAB-3503-TNC, Advanced Modern Standard Arabic, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction, with additional opportunities for language learning with homestay families and on educational excursions. Students are placed in beginning, intermediate, or advanced classes, based on in-country evaluation, including oral proficiency testing. A short, non-credit introduction to Tunisian Colloquial Arabic is included in all language levels.

EURO-3500-TNC, Immigration, Politics, and Religion in the Euro-Mediterranean Space, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

Mass migration across the Euro-Mediterranean region has refocused the debate on Europe's absorption capacity and immigrant integration. This interdisciplinary seminar takes Sicily as a case study to analyze the underpinnings of EU "open-door" policy and its impact on immigrant and religious "integration" and social cohesions in Europe. Students critically interrogate the viability of the nation-state as an integrative political category, analyze ways in which immigrant religious identity interacts with the idea of a laic Europe, and

revisit conceptual articulations of the notions of citizenship and multiculturalism in light of political and cultural hegemonies based on the exclusion and marginalization of “otherness.” Lectures and field visits will also allow students to examine pressing issues of language and identity, Islam and religious affiliation as they interact with European secular modernity and impact subjectivity, political engagement, and integration. Contra the assimilationist discourse about exclusion, students are encouraged to think through counter-hegemonic ethics of inclusive solidarities. This seminar is delivered during the excursion to Italy.

FREN-2003-TNC, Intermediate French: French in Tunisian Contexts, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This intensive course prepares students to use French in daily communication in Tunisia. Another major aim of the course is to facilitate access to the Tunisian host culture. Thus the course emphasizes the development of speaking and comprehension competencies. Reading and writing are also fostered, but chiefly to complement verbal proficiency and speech comprehension. Cultural context is built into the course. All of the four fundamental communicative skills of speech, comprehension, reading, and writing are imparted through traditional classroom instruction, field-based activities, and continuing homestay practice. Students are placed into appropriate language course levels based on estimated-ACTFL oral proficiency interviews and written exams (placement tests) conducted during orientation in Tunisia. The course is taught over nine weeks by highly experienced teachers who have specifically designed a reading manual for the learning needs unique to French students in Tunisia.

FREN-3003-TNC, Advanced French: North African Francophone Literature, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This intensive course prepares students to use French in daily communication in Tunisia. Another major aim of the course is to facilitate access to the Tunisian host culture. Thus the course emphasizes the development of speaking and comprehension competencies. Reading and writing are also fostered, but chiefly to complement verbal proficiency and speech comprehension. Cultural context is built into the course. All of the four fundamental communicative skills of speech, comprehension, reading, and writing are imparted through traditional classroom instruction, field-based activities, and continuing homestay practice. Students are placed into appropriate language course levels based on estimated-ACTFL oral proficiency interviews and written exams (placement tests) conducted during orientation in Tunisia. The course is taught over nine weeks by highly experienced teachers who have specifically designed a reading manual for the learning needs unique to French students in Tunisia.

ISPR-3000-TNC, Independent Study Project, 4 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

Conducted in Tunis or in another approved location appropriate to the project. Sample topic areas: role of women’s organizations in transforming feminist discourse; street art before and after the Tunisian

revolution; reproductive health in Tunisia; illegal immigration from Tunisia after the Jasmine Revolution; political Islam in Tunisia; political agency among young people in post-revolutionary Tunisia; humanitarian efforts in Tunisia; political self-education among Tunisia's youth.

ITRN-3000-TNC, Internship and Seminar, 4 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of an internship is to enable students to gain valuable work experience and enhance their skills in an international work environment. Specifically, students will conduct an internship in the context of social and political transition in Tunisia, and a focus will be on linking internship learning with the program's critical global issue, Migration | Identity | Resilience. The seminar includes regular reflection and assessment meetings with the academic director to review the progress of the internship and learning associated with the internship experience. Students complete a substantial academic paper in which they process their learning experience on the job, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Students also conduct an oral presentation of their internship experience and findings.

MDES-3000-TNC, Politics, Civil Society, and Migration in Tunisia, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

This interdisciplinary seminar addresses ways in which government politics and civil society action influence human mobility in Tunisia and the Middle East and North Africa region. The succession of revolutions in the region and the disintegration of authoritarianism in Tunisia and its replacement by nascent democracy have not only accented human mobility across North Africa and Europe but also created a new legal, economic, cultural, and political framework to deal with it. The seminar explores the diverse roles of state and civil society in the democratization process and shows the treatment of migration is shifting from the perspective of European safety and security to immigrant human rights and integration of asylum seekers. The dynamic role played by Tunisian NGOs explains the success of democratic transition and testifies to the humane and multifaceted question of human mobility in the region today.

MDES-3500-TNC, Immigration, Politics, and Religion in the Euro-Mediterranean Space, 3 Credits

Spring 2023: Tunisia and Italy: Politics and Religious Integration in the Mediterranean | North Africa and the Middle East

Mass migration across the Euro-Mediterranean region has refocused the debate on Europe's absorption capacity and immigrant integration. This interdisciplinary seminar takes Sicily as a case study to analyze the underpinnings of EU "open-door" policy and its impact on immigrant and religious "integration" and social cohesions in Europe. Students critically interrogate the viability of the nation-state as an integrative political category, analyze ways in which immigrant religious identity interacts with the idea of a laic Europe, and

revisit conceptual articulations of the notions of citizenship and multiculturalism in light of political and cultural hegemonies based on the exclusion and marginalization of “otherness.” Lectures and field visits will also allow students to examine pressing issues of language and identity, Islam and religious affiliation as they interact with European secular modernity and impact subjectivity, political engagement, and integration. Contra the assimilationist discourse about exclusion, students are encouraged to think through counter-hegemonic ethics of inclusive solidarities. This seminar is delivered during the excursion to Italy.