

## Research Methods and Ethics ANTH-3500 (3 credits)

### South Africa: International Relations in the Global South

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

#### Course Description

The Research Methods and Ethics course is a 3-credit course aimed at enabling students to learn effectively from their intercultural experience, to learn and practice core research methodologies, and to critically assess the ethical dimension of field-based research in the context of South Africa. It also prepares students for the rigors of interning with an NGO in SA, and to write a paper that describes, assesses, and analyses their learning during the four-week internship.

This course underlies and reinforces all other program components. In particular, this course facilitates the development and realization of an in-depth Independent Study Project (ISP) or internship paper based substantially on information obtained from primary sources or during the internship period. The course introduces students to resources, and deals with the cultural and logistical considerations involved in doing an Independent Study Project or internship in South Africa. As the components of the program constitute an integrated whole, it may not always be obvious which aspects are related to the Research Methods and Ethics course and which to other parts of the program; the results will be clear by the quality of the student's cultural immersion and internship paper or Independent Study Project.

#### Learning Outcomes

By the end of the course, students will have the ability to:

- Show an acute sense of positionality and perspective and operate independently, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;
- Demonstrate awareness of appropriate methods and ethics used in field research in the critical global issue of development, economy, and inequality OR demonstrate awareness of the ethics of internship in the context of South Africa;
- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;

- Produce an Independent Study Project proposal that is in strict observance of ethical academic standards and local values and that includes a research question, sample review of the relevant literature, outline of the research methods, and anticipated ethical challenges and ways of addressing them OR an internship proposal that includes a description of the host organization, an outline of tasks that will be performed, a proposed work timetable, and projected outcomes such as a paper or business plan.

## **Language and methods of Instruction**

This course is taught in English, but students will be exposed to local vocabularies related to course content through in-country expert lectures and field visits in a wide range of venues and regional locales. The field is a central component of the course, with half the course comprised of field assignments and activities and the other half of lectures, assigned reading, and discussion sessions.

Assigned readings are listed in the course schedule section below. Students are responsible for all required readings and should be prepared to bring them to bear on class discussions. The readings help students to engage lecturers, generate questions for class discussions, and deepen student knowledge and skills of particular aspects discussed in class.

Assignments will be assessed on organization, analytical quality, depth of understanding, argumentation, presentation of evidence, citation, and formatting where this is required.

## **Instructional Methods**

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

## **Course Schedule**

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

## **Module 1: Introduction, experiential learning and cultural adjustment**

First, this module introduces unique aspects of SIT's experiential learning pedagogy and how it shapes SIT South Africa's program structure, student and faculty roles. Most particularly, this module allows students to discover the power of experiential learning and use it as a tool to connect to local communities and individuals and develop into reflexive researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

### Lecture Topics

Cultural Adjustment Cycle

Homestay as a Cultural Experience and Site of Learning

Doing Field-Based Research in a Study Abroad Context

Experiential Learning Philosophy and the Politics of Culture in South Africa

Positionality and Outsider/Insider Research

Skills for Networking, Time Management, and Productivity

### *Assigned Reading:*

Kohls, Robert. "The Values Americans Live By."

[www.claremontmckenna.edu/math/alee/extra/American\\_values.html](http://www.claremontmckenna.edu/math/alee/extra/American_values.html) (accessed 24 November 2010).

Marx, Elisabeth. (1999). "The Culture Shock Triangle." *Breaking Through Culture Shock: What You Need to Succeed in International Business* (pp. 3-18). London, England: Nicholas Brealey Publishing. ISBN: 978-1857882216.

Miner, Horace "Body Ritual Among the Nacirema". *American Anthropologist*, 1956, 58(3), 503-507

Weaver, Gary R. (2000) *Culture, Communication and Conflict: Readings in Intercultural Relations* 3rd ed. London: Pearson. Chapter 3: "Understanding and coping with cross cultural adjustment stress."

### *Recommended Reading:*

Gupta, Khadija Ansari. (2004). "Travails of a Woman Fieldworker: A Small Town in Uttar Pradesh," in *The Fieldworker and the Field*, New Delhi: Oxford University Press, pp. 103-114.

Ritzer, George. (1983). "The McDonaldization of Society." *Journal of American Culture*, 6 (1), 100-107.

## **Module 2: Research Methods and Ethics in Development, Economy, and Inequality**

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

### Lecture Topics

Research Methods and Ethics in Development, Economy, and Inequality  
Selecting Topics, Formulating Research Questions, and Literature Review  
Data Collection: Participant Observation and Interviewing  
Mixed Methods Research  
Data Analysis, Evaluation, and Interpretation  
SPSS Practical Session

### *Assigned Reading:*

Wilson, Ken. (1993). "Thinking about the Ethics of Fieldwork," in *Fieldwork in Developing Countries*, Ed. by Stephen Devereau, Boulder: Lynn Pienner Publishers, pp. 179-199.

Glesne, Corrine (2005) *Becoming Qualitative Researchers: An Introduction* 3rd ed. Boston, MA: Allyn & Bacon. Chapter 6: "But Is It Ethical? Learning to Do Right"

SIT/World Learning, Human Subjects Review Policies and Procedure.

Salinas S., S. Rance, M. Serrate, & M. Castro (2000). Unethical ethics? Reflections on intercultural research practices. *Reproductive Health Matters*, 8(15), 104-112.

Glesne C. (2006). Being there: Developing understanding through participant observation. In *Becoming Qualitative Researchers. An introduction* (pp. 49-79). Boston: Pearson, Allyn and Bacon

Glesne, C. (2006). Making words fly: Developing understanding through interviewing. In *Becoming Qualitative Researchers. An introduction* (pp. 79-109). Boston: Pearson, Allyn and Bacon.

### *Recommended Reading:*

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, Calif: Sage Publications. Chapter One.

Bourdieu, P. (2000). Participant observation. *The Journal of the Royal Anthropological Institute*, 9(2), 281-294. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/1467-9655.00150/abstract>

Bernard, H. Russell (2006) *Research Methods in Anthropology: Qualitative and Quantitative Approaches* 4th ed. Lanham, MD: AltaMira Press. Chapter 3: "Preparing for Research."

## **Module 3: Introduction to the ISP and Internship**

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

### Lecture Topics

Critical Review of past ISPs or Internships

Introduction to the LRB/IRB Process and HSR Application

Identifying an ISP Advisor and Securing an Internship Placement

One-on-one Meetings with the Academic Director to Discuss Preliminary ISP or Internship Ideas

### *Assigned Reading:*

Bernard, H. Russell (2006) *Research Methods in Anthropology: Qualitative and Quantitative Approaches* 4th ed. Lanham, MD: AltaMira Press. Chapter 3: "Preparing for Research."

Booth, W. C., G. G. Colomb & J. M. Williams (2003). *The Craft of Research* - Chapter 3: Planning your project: From topics to questions and Chapter 4: Finding Topics: From questions to problems, pages 40-71.

Mertens, D. (2010). *An Introduction to Research (selected excerpts)*. In *Research and evaluation in education and psychology* (pp. 8, 11-12). Thousand Oaks: Sage Publications.

Neuman, W. Lawrence (2005) *Social Research Methods: Qualitative and Quantitative Approaches* 6th ed. Boston, MA: Allyn & Bacon. Chapter 10: "The Logic of Survey Research."

## **Module 4: Project Proposal Development**

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

### Lecture Topics

Writing an ISP or Internship Proposal

One-on-one Meetings with Academic Director and/or ISP Advisor or Internship Supervisor

Peer review of ISP or Internship Proposal Drafts

Writing the HSR Application

ISP or Internship Proposal Presentation to Peers and Roundtable Discussion

### *Assigned Reading:*

Lamotte, Anne. (1994). "Shitty First Drafts," in *Bird by Bird: Some Instructions on Writing and Life*, New York: Anchor Books, pp 21-27.

Orwell, George. (1946) "Politics and the English Language"  
<https://www.mtholyoke.edu/acad/intrel/orwell46.htm>

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

### **Module 5a: ISP in the Context of South Africa**

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

#### Session 1: Preparing for the ISP

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

#### *Assigned Reading:*

Jackson, Bruce. (1987) "Interviewing" in *Fieldwork*, Urbana: University of Illinois Press, pp 79-104.

Summer, Andy and Michael Tribe, Eds. (2008). *International Development Studies: Theories and Methods in Research and Practice*. London: Sage Publications Ltd.

Marshall, C., & G. Rossman (2006). *The what of the study: Building the conceptual framework*. In *Designing qualitative research*. Thousand Oaks: Sage Publications.

#### Session 2: Work-based Norms and Practices in South Africa

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

#### *Assigned Reading:*

Bailey Carol. (2007) *A Guide to Qualitative Field Research*. 2nd Edition. Thousand Oaks, CA: Pine Forge Press.

Denzin, N. K, & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. 4th ed. Thousand Oaks: Sage.

### Session 3: ISP Applied Methodology

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

#### *Assigned Reading:*

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

Emerson, R. M, Fretz, R. I, & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. 2nd ed. Chicago: The University of Chicago Press.

Sunstein, B., & E. Chiseri-Strater (2007). Analyzing your fieldnotes. In *Field working: reading and writing research* (pp. 105-107). Boston & New York: Bedford/St. Martin's.

#### *Recommended Reading:*

Babbie, E. (2001). Analysis of data. In *The practice of social research* (pp. 364-369). Independence: Wadsworth.

Newman, W. L. (1997). Analyzing qualitative data. In *Social research methods. Qualitative and quantitative approaches* (pp. 418-441). Boston: Allyn and Bacon.

Rossman, G., & Rallis, S. (2003). Analyzing and interpreting data (selected excerpts). In *Learning in the field: An introduction to qualitative research* (pp. 267-273). Thousand Oaks: Sage Publications.

## **Module 5b: Internship in the Context of South Africa**

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

### Session 1: Preparing for the Internship

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

#### *Assigned Readings:*

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

## Session 2: Work-based Norms and Practices in South Africa

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

### *Assigned Readings:*

World Bank Social Capital Assessment Tool, Annex 1B

<http://siteresources.worldbank.org/INTSOCIALCAPITAL/Resources/Social-Capital-Assessment-Tool--SOCAT-/annex1.pdf>

## Session 3: The Ethics of Participating in an Internship in South Africa

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

### *Assigned Reading:*

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

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

Sunstein, B., & E. Chiseri-Strater (2007). Analyzing your fieldnotes. In *Field working: reading and writing research* (pp. 105-107). Boston & New York: Bedford/St. Martin's.

## **Assignments, Evaluation and Grading Criteria**

Students participate in discussions and exercises intended to break down stereotypes and sensitize students to the values they assign to behaviors or customs based on their cultural heritage. Emphasis is placed on grappling with cultural differences and on recording, interpreting, and analyzing information from primary sources. Student performance will be evaluated in the following way:

Critical incident	30%
Rural study and presentation	30%
ISP Proposal	30%
Participation	10%

## **Critical Incident Paper**

### Objectives

- To deliberately and thoughtfully analyze a real-life situation that challenged your cross-cultural skills and understanding.
- To provide practice in documenting an important learning experience by separating out your description, interpretation, and evaluation of it.



- To notice one's learned cultural biases.
- To begin to understand the sometimes subtle differences between South African and American culture.
- To examine a particular experience and apply lessons learned to your learning in the future.

### Assignment

A critical incident is a situation in which you are personally affected by what has occurred. Closely examine an event or incident you have experienced thus far in South Africa that caused a shift in your understanding of the culture or of yourself in relation to the culture. The incident may be a positive experience, a traumatic experience, a misunderstanding, or any moment when you made a "breakthrough" in your learning or understanding of South African culture. It may be something that didn't seem very important at the time, but later you realized it was significant in some way. There is no maximum or minimum length, but please be descriptive. Please make sure that your description is about one specific incident and not a general condition. Use the D-I-E methodology (explained below) to describe and analyze the situation.

### Requirements

**Describe** the event or incident as objectively as possible. What happened? Who was involved? Mention the people involved, including their ages, sex, occupation, attitudes, nature of involvement in the incident, relationships to you, to each other, etc. Provide any background information necessary for fully understanding the incident. This may include place, occasion, social contexts, time of day, weather, etc. Please limit description to the facts - what you heard, saw, smelled, tasted, or touched. Also, describe as specifically as possible what you did in the situation. Describe how you reacted; your role in the situation in terms of what you felt and how you behaved. List your emotions or reactions chronologically.

**Interpret** the incident; put it in context. Why do you think it happened? Why did you feel or act in such a way (what triggered these emotions or reactions)? Hypothesize how and why your cultural understanding is different from a South African's. What assumptions did you make and/or what differing values may have been involved? What were the cultural norms under which you or others operated? (The emotions are used as a tool for acknowledging a cultural difference.) Try to explain the event based on what you believe transpired.

Then: Share your hypothesis with at least two different South African people to gather their perspectives on their own culture. It is often easiest to ask someone who was not directly involved in the situation. They may laugh, become angry, click their tongue – this is what you want!!!! Then listen to their interpretation of the event/interaction. Take notes and direct quotes from conversations and use them in your written assignment.

**Evaluate** your experience. What intercultural skills did you use and/or learn? What would you do differently if you could? Why? How will you apply your learning in the future, for your stay in South Africa and/or when you return to the U.S.? Consider those questions that have been

raised for you as you have written this assignment and reflected on the incident, including any insights you may now have concerning cross-cultural skills you may need or want to develop. Do not limit yourself to those skills listed here, but below are some ideas:

### Important Skills for Cross Cultural Learning and Adaptation

Successfully adjusting to life in a foreign culture requires that you develop and use a variety of cross-cultural skills. Some of these may be skills you have already developed in other situations; some of them may be new to you. They include the following:

- Information source development - the ability to use many information-gathering skills such as observation, questioning associates and chance acquaintances, and listening with care.
- Cultural understanding - awareness and understanding of the structure and the values, feelings, and attitudes of people and the ways these influence behavior.
- Interpersonal communication - in addition to listening well and speaking clearly, one must also be sensitive to non-verbal communication, i.e. the messages available from physical movements and gestures, facial expressions and the quality of face-to-face contact.
- Commitment to persons and relationships - the ability to become deeply involved with people, to be able to give and inspire confidence, to care and take action with and for them in accordance with one's concerns.
- Decision-making - the ability to come to conclusions and take action in spite of inadequate, unreliable and/or conflicting information. In making decisions in a cross-cultural setting a person must learn to trust feelings, searching for the best possible course of action or most valuable alternative.
- Self-understanding - awareness of and insight into one's own learning processes, strengths, weaknesses, failures, prejudices, values, emotions, and goals.
- Self-reliance - independence, autonomy, resiliency, willingness to accept responsibility for one's own actions and education; receptiveness to new experiences and ideas, confidence in one's self and the ability to function independently and interdependently.

### Assessment

The paper will be assessed in relation to:

1. Selection of an appropriate cross-cultural incident.
2. Content and depth of Description (with emphasis on objectivity).
3. Content and depth of Interpretation/Analysis.
4. Content and depth of Evaluation/Reflection.
5. Cross-check with two South Africans (use of direct quotes).
6. Quality of writing (grammar, syntax, spelling and a clear, concise, and engaging writing style).

## Rural Study:

Participatory techniques are “a growing family of approaches, methods, *attitudes*, and *behaviors* to enable and empower people to share, analyze and enhance their knowledge of life and conditions, and to plan, act, monitor, evaluate *and reflect*”. While in Amacambini we will use a number of these techniques, including kinship charts, life histories, and seasonal calendars to gain hands-on experience in and knowledge of a community. We will pay specific attention to people, activities, resources, environmental features, etc.

### Objectives

- To deliberately and thoughtfully analyze a real life situation that challenged your cross-cultural skills and understanding.
- To encourage an appreciation for the realities of rural life, and how this differs from urban life.
- To provide more situations to practice language and communication skills.
- To practice a research method of your choice (mapmaking, interviewing, kinship charting, participant observation, etc.).
- To enable you to tailor an assignment to suit your own interests and learning style.
- To gain insight into obstacles encountered when doing fieldwork.
- To practice objective note-taking and data analysis.

### Assignment

The rural excursion is your first extended experience in the field. Among other things it is an opportunity for you to put into practice all that you have learned, so far, about primary research. This assignment has been designed to focus your efforts on one aspect of this work: **methodology**. You need only choose **one** method to practice. Although you may gather some supplementary information by other means, try to focus on practicing one.

Once in Amacambini you will determine a question to be answered using your chosen technique. Try to use many different sources and consider not only “facts”, but also people’s viewpoints and attitudes.

### Suggestions for exploration

#### 1. Physical Environment -

- Layout of the area, relationship of buildings and housing, significance of this
- Vegetation
- Geography – principal physical features: rivers, roads, fields, sacred sites, tombs, etc.

#### 2. Cultural Environment

- Name of the community and meaning of the name
- Important people
- Places of interest

- Taboos, rituals, spirituality, religion

### 3. People

- Family structure
- Population: age breakdown, gender representations, ethnic groups, etc.
- Gender roles
- Migration patterns
- Traditional and modern values

### 4. Economy

- Primary occupations
- Economic indicators (expressions of wealth)
- Organization of economic system: types of markets, goods available, external trade
- Unpaid jobs/labor; sources of labor
- Available technologies

### 5. Ecology

- Waste disposal (water, household trash, sewage)
- Natural resources of the area
- Water sources and value
- Relationship of villagers to the environment

### 6. Communication and transportation

- Information dissemination in the community
- Access to outside information
- Primary transportation means, frequency of use, value placed on transportation means

### 7. Social

- Community groups and organizations
- Special events or activities - what, when, who, where, why
- Leisure activities, sports, concept of “fun”
- Children’s activities

## Requirements

You will present a short (10-minute) oral report to a small group of your classmates so that we can all learn something about the topic you chose to study. In this forum you will present your methodology, your data and your conclusions (albeit after a brief and cursory analysis.)

However, only your methodology section (2 pages) will be turned in for a grade. Remember, your goal is to experiment with a technique that you have learned in class. In your write-up, answer the following questions:

1. What methodology/methodologies did you use to conduct your research?
2. Why did you want to practice this particular methodology?
3. Briefly explain how you carried out your method.
4. What questions were you attempting to answer?
5. Who were your primary informants?
6. What ethical challenges did you encounter? How did you address them?
7. Did you use a translator? How did that work? What challenges did you encounter?
8. What were the principal problems you encountered while doing this project? Were you able to resolve these, and if so, how?
9. Given what you know now, would you undertake the same project again, or a different one?
10. If you were to do this same study again, how would you do it differently?
11. Did you learn anything else about doing field study?

Finally, using your answers to the above questions, evaluate your overall learning. Give yourself a letter grade. Think primarily about your efficiency in practicing the technique (Appropriate? Ethical? Effective? Did you do it right? Did you get good results?). But also factor in the possibility that even if you were a failure at carrying out that particular technique, in this particular instance, perhaps you learned a great deal from the experience.

### Assessment

The methodology paper will be assessed in relation to: content and depth of answers to the above questions; your self-evaluation; and your quality of writing (grammar, syntax, spelling and a clear, concise, and engaging writing style).

### Grading Scale:

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

### Attendance and Participation

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

### Late Assignments

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

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

### **Program Expectations**

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

- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- **Classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **SIT Policies and Resources**

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

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