

Research Methods and Ethics ANTH-3500 (3 credits)

Kenya: Global Health and Human Rights

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 serves three main interrelated objectives. First, the course equips students with a toolkit for living and working within the Kenyan cultural context. Second, the course equips students with knowledge and skills for gathering primary data in Kenya and on documenting, interpreting, and analyzing this data. Research ethics are the third focus of the course, with special attention devoted to the processes of human subjects review, especially in health care settings. These three objectives are essential to successfully completing the Independent Study Project (ISP) or internship.

Students work with the academic director (AD) and local experts to develop feasible research questions related to health and human rights in the Kenyan context, to formulate appropriate methods based on the research questions, and to design an initial proposal to address a selected issue. Emphasis is placed on ways of navigating and interpreting cultural difference. Field assignments provide students with opportunities to practice cross-cultural communication approaches and develop new skills in preparation for gathering primary data in Kenya. The fieldwork skills, navigating ethical concerns, and cross-cultural methodological training gained from this course should prove particularly useful for students who plan to pursue a career in public health and other medical fields.

Learning Outcomes

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

- Interpret positionality, perspectives and independence, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;
- Identify appropriate methods and ethics used in field research in the critical global issue of global health OR apply the ethics of internship in the context of Kenya;
- Use analytical skills on data gathered in the field and draw valid and ethical interpretations and conclusions; and

- Draft an Independent Study Project proposal that complies with ethical academic standards and local values OR an internship proposal that provides a detailed description of the host organization.

Language of Instruction

This course is taught in English by Kenyan experts complemented by assigned readings and discussions facilitated by the academic director.

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.

Required Texts

Readings and articles as assigned.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) ISP/ Internship Ideas Paper (non-graded)

For this assignment students will submit a short write up of no more than 500 words that describes three ISP/Internship areas of interest. The write up could address the broad thematic interest of their ISP/Internship aspirations, organization(s) if they have some ideas about these. The write up could also include any concerns that the student is having at this point about ISP/Internship.

2) Practicing Interviewing (25%)

This paper is part of the CHS Assignment One. That assignment requires that students interview at least 6 people. For this RME assignment students should provide answers to the following questions:

- i) Who did you interview and why? What criteria did you use to choose your respondents?

- ii) Assess your success in obtaining information from your respondents? What did you do well? What could you have done differently?
- iii) How does this assignment benefit your ISP/internship?
- iv) How did you identify (gender, race, class, age, etc.) impact your choice of respondents? How did it impact your approach to the interview and your data?

3) Observation (25%)

Students will assess the role of observation in informing their perceptions, knowledge and insights on the urban and rural community health field visits. What are the potential and limits of observation as a method of data collection? How can a researcher enhance the success of observation as a social research method? The essay should begin by defining observation as a social research method and should cite at least three articles or book chapters. 1200 to 1500 words.

4) Draft ISP/Internship Proposal (non-graded)

At this point each student should have consolidated their ISP/Internship plans. They should have a clear topic or thematic area, research questions, methods (ISP) or choice of internship site, thematic focus, and justification (Internship). Both ISP and Internship proposals should include a short literature or list of at least six articles that are relevant to their project.

5) Final ISP/Internship Proposal (40%)

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

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

6) Participation (10%)

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

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

Assessment

- Interviewing Assessment – 25%
- Observation Assessment – 25%
- Final ISP/Internship Proposal – 40%
- Participation - 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in 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.

Research Approval

If the research has been funded by a U.S. government agency, or if the student plans to take this research back to the home school or community for further dissemination, then the student may be required to follow standards from their home institutions in addition to the Local Review Board and those of the Office for Human Research Protections, with which SIT is registered. For applications that require a full review, the academic director will forward any questions or concerns that cannot be resolved at the program level (through the Local Review Board) to SIT's Institutional Review Board.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+

84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

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

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.

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 Kenya'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 Kenya

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 (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
Levy, D. (2000). The shock of the strange, the shock of the familiar: Learning from study abroad. *Journal of the National Collegiate Honors Council*, 1(1). 75-83.

Vinston Burton, Roger Winsor *Society, Culture, and the Kenyan Family*. Pp. 5-33. 1993

Kenya's major daily newspapers: *The Daily Nation* and *The Standard*.

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.

Azevedo, M. J. (1993). *Kenya: The land, the people, and the nation*. Durham, NC: Carolina Academic Press.

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."

Module 2: Research Methods and Ethics in Global Health

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. Students will learn the principles that guide application of each of these research techniques as well as their strengths and limitations. Students will prepare interview and observation guides and apply them during *Bachillerato Popular*, Simenya and Gikombaa Market excursions.

Lecture Topics

Research Methods and Global Health

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:

- Ulin, P., E. Robinson, and E. Tolley (2004) *Qualitative Methods in Public Health: A field guide for applied research*. San Francisco: Jossey-Bass.
- Wilson, Ken. (1993). "Thinking about the Ethics of Fieldwork," in *Fieldwork in Developing Countries*, Ed. by Stephen Devereau, Boulder: Lynn Pierner 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 Kenya

This module prepares the student for the ISP experience. It examines work-based norms and practices related to conducting research in Kenya. 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 Kenya

This session explores work-based norms and practices related to research in Kenya, 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 (5th 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 Kenya

This module prepares the student for the internship experience. It examines work-based norms and practices related to internships in Kenya. 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 (4th Edition)*. Belmont, CA: Brooks/Cole (chapters 2 and 3)

Session 2: Work-based Norms and Practices in Kenya

This session explores work-based norms and practices related to internships and work in Kenya, 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 Kenya

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.