

Research Methods and Ethics

ANTH 3500 (3 credits)

Morocco: Migration Practices and Impacts on North Africa and Europe

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 (RME) introduces students to the conceptual and practical tools for gathering primary data and the knowledge and skills that are essential to forming constructive relationships with organizations and/or individuals, which are necessary for completing an academic project in the cultural context of Morocco. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Morocco; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays particular attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Morocco and m Migration, cultural diversity and global justice. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

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

Learning Outcomes

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

- Show an acute sense of positionality and perspective and operate independently, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;

- Demonstrate awareness of appropriate methods and ethics used in field research in the critical global issue of Migration, Identity, and Resilience OR demonstrate awareness of the ethics of internship in the context of Morocco;
- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- Produce an Independent Study Project proposal that is in strict observance of ethical academic standards and local values and that includes a research question, sample review of the relevant literature, outline of the research methods, and anticipated ethical challenges and ways of addressing them OR an internship proposal that includes a description of the host organization, an outline of tasks that will be performed, a proposed work timetable, and projected outcomes such as a paper or business plan.

Language of Instruction

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

Instructional Methods

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

Course Schedule

Students will be provided a detailed course schedule during orientation on the program. 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: Experiential Learning and Positionality in Field-Based Research

This introductory module is designed to introduce students to field-based research in a study abroad context. Students learn how to relate to local communities and individuals. Most particularly, this module allows students to discover the power of experiential learning and use it as a tool to connect to local communities and individuals and develop into reflexive

researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

Session 1: Homestay Neighborhood Exploration

In this field assignment, students are asked to explore their new cultural environment, most particularly their own homestay neighborhood through the lenses of migration and transnational identity. The aim is to examine if and how the physical, social, and cultural aspects of the homestay neighborhood reflect signs of a homogeneous community or a diverse and transnational environment.

Recommended Readings:

- Puleston Fleming, J. (1989). Exploring the Heart of Old Rabat. *The New York Times*, January 8, 1989. Retrieved from: <http://www.nytimes.com/1989/01/08/travel/exploring-the-heart-of-old-rabat.html?src=pm&pagewanted=1>
- Alami, A. (2013). Sub-Saharan Students in Morocco: both Welcomed and Shunned. *Al Fanar Media*. Retrieved: <http://www.al-fanarmedia.org/2013/07/sub-saharan-students-in-morocco-welcomed-and-shunned/>

Session 2: Doing Field-Based Research in a Study Abroad Context

This session provides an introduction to field-based research in a study abroad context. Students explore how experiential learning can be used as a tool to explore and interact with their new cultural environment and reflect on their own positionality in relation to the host community, most particularly their homestay neighborhood and homestay family.

Required Reading:

- Glesne, C. (2006). 'Being there: developing understanding through participant observation' and 'Making words fly: developing understanding through interviewing.' *Becoming Qualitative Researchers* (3rd Ed.). Boston: Pearson Educators, pp. 49-78 and 79-106.

Session 3: Research Ethics: Meeting with Sub-Saharan Migrants

This session draws on a meeting with migrants from Africa South of the Sahara. Special attention is given to reflexivity and positionality and their impact on the ethics of the representation of participants in the research and the host community.

Recommended Readings:

- Van Liempt, I., and Bilger, V. (Eds.). (2009). *The Ethics of Migration Research Methodology: Dealing with Vulnerable Immigrants*, Sussex Academic Press.
- Glesne, C. (2006). But is it ethical? Learning to do right. *Becoming Qualitative Researchers*. (3rd Ed.) Boston: Pearson Educators, pp. 129-146.
- Bell, J. (2011). Ethics and integrity in research. *Doing Your Research Project* (5th Ed.) Berkshire: Open University Press, pp. 44-62.
- Dempsey, C. (2018). Negotiated positionalities and ethical considerations of fieldwork on migration: Interviewing the interviewer. Pdf, retrieved: <https://www.acme-journal.org/index.php/acme/article/view/.../1427>

Session 4: Reflections on Positionality and Representation

This session builds on students' field exercise experience. Students reflect on their own positionality and ways in which it can impact their representation of the host culture. Particular attention is given to ways in which positionality shapes the research question, relation with the research participants, approach in data collection, data processing, and the representation of research participants in the final ISP.

Required Readings:

Sultana, F. (2007). Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research. In *ACME: An International E-Journal for Critical Geographies*, 6:3, 374-385.

Ganga, D., & Scott, S. (2006). Cultural 'Insiders' and the Issue of Positionality in Qualitative Migration Research: Moving 'Across' and Moving 'Along' Researcher-Participant Divides. In *Forum: Qualitative Social Research*, 7:3. Retrieved from: <http://www.qualitative-research.net/index.php/fqs/article/view/134>.

Scheyvens, R. (Ed). (2014). *Development Field Work: A Practical Guide*, Sage Publication.

Module 2: Research Methods and Ethics on Migration in Morocco

This module focuses on the tools and methods required for conducting quantitative and/or qualitative field research in the Critical Global Issue of Migration, Identity, and resilience. The module addresses in particular the methods of doing field research in observance of the ethics and value systems of the local community.

Session 1: Selecting Topics, Formulating Research Questions & Literature Review

This session provides an overview of the module on research methods and ethics. It highlights the main elements of conducting a research project and walks students through the different steps of writing a research proposal. Special attention is given to choosing a research topic and formulating a research question.

Required Readings:

Glesne, C. (2006). Pre-study tasks: Doing what is good for you. *Becoming Qualitative Researchers* (3rd Ed.) Boston: Pearson Education, Inc., pp. 1-20.

Literature Reviews. Retrieved: <http://writingcenter.unc.edu/handouts/literature-reviews/>

Bell, J. (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.

In-class exercise:

Students choose a topic and rehearse how to develop a research question and interview questions for their ISP project.

Session 2: Data collection: Interviewing & Observation

This session surveys interviewing as a method for data collection, types of interviews, and walks the students through observation as a method in field-based study and the processes of developing interview questions (in accordance with the research question).

Required readings:

Flick, U. (2009). *An introduction to Qualitative Research (fourth edition)*. London: Sage.
Retrieved: http://www.dphu.org/uploads/attachements/books/books_89_0.pdf

Session 3: Fieldwork Negotiations in the Context of Moroccan Governmental and Nongovernmental organizations

This session addresses access to information within Moroccan associations and governmental organizations. The session is scheduled before and after site visits to organizations.

Required Readings:

Hoffman, K. E. (2013). Suspicion, secrecy, and uncomfortable negotiations over knowledge production in Southwestern Morocco. In *Encountering Morocco: Fieldwork and Cultural Understanding* (pp. 99-115). Indiana University Press.

Session 4: Analyzing Data

The purpose of this session is two-fold. Firstly, we look at data analysis, with particular attention to theories of migration as tools for analysis. Secondly, we analyze the different elements of writing the ISP paper, with particular attention to literature review and theoretical framework.

Required Readings:

Portes, A., & DeWind, J. (2004). A cross-Atlantic dialogue: the progress of research and theory in the study of international migration. *International Migration Review*, 38(3), 828-851.
Massery, D., & Capoferro, Ch. (2007). "Measuring Undocumented Migration," in Portes, A., & DeWind, J. (2007). *Rethinking Migration: New Theoretical and Empirical Perspectives*. New York and Oxford: Berghahn Books. pp. 257-285.
Heckmann, F. (2007). Illegal Migration: What Can We Know and What Can We Explain? The Case of Germany. In Portes, A., & DeWind, J. (2007). *Rethinking Migration: New Theoretical and Empirical Perspectives*. New York and Oxford: Berghahn Books. pp. 285-308.

Session 5: Doing Research on Migration in the Context of Morocco

This session focuses on the specificities of conducting field-based research on migration in Morocco. It also covers field resources and the ethical challenges in working with refugees and undocumented migrants.

Required Readings:

Castles, S. (2012). Methodology and Methods: Conceptual Issues. In Berriane, M., & de Haas, H. (Eds.). (2012). *African Migrants Research: Innovative Methods and Methodologies*. Trenton, New Jersey: Africa World Press, pp. 31-71. Retrieved: <https://www.imi.ox.ac.uk/events/amw-2008/africanmigrations.pdf>

Module 3: Fieldwork and Internship in the Context of a Border Setting

This module takes place during the program's excursion to the north of Morocco. This region is the main migration sending zone in the country, most Moroccan immigrants in the Netherlands and Germany originally come from northern Morocco. The borders with the Spanish enclave Ceuta and the access to the Strait of Gibraltar provide insights into interesting border dynamics that include undocumented migrants from Africa South of the Sahara, and a culture of smuggling and youth emigration.

Session 1: Migration and Fieldwork in Northern Morocco

This session introduces one of migration sending zones in the country and raises questions related to research or internship in a border setting.

Site Visits:

Tangier:

- Visit to NGO Delegation *Diocesaine des Migrations* (DDM) supporting undocumented migrants and advocating their rights.
- Visit to NGO Mujeres en Zona de Conflictio (MZC) providing healthcare for migrant women.
- Visit to the association OJA (Organization des Jeunes Africains). The students will meet with staff of an African migrant NGO working for the cultural integration of legal migrants in northern Morocco.
- Visit to NGO 100% Mamans providing socio-psychological support legal help and vocational training for migrant single mothers.

Rabat:

- Visit to Fondation Orient-Occident focusing on Sub-Saharan migrants and refugees.
- Visit to NGO Maroc Solidarité Medico-Sociale providing healthcare to migrants.
- Visit to NGO Ecole de la 2me Chance, helping youngsters to go back on school track or join vocational training programs.
- Visit to NGO Forum des Alternatives Maroc, advocating for human rights, democracy, youth political participation.

Chefchaouen:

- Visit to the mountainous town of Chefchaouen will provide a firsthand knowledge on the socioeconomic background of the pre-Rif region that sustains migration flows to Spain and the Netherlands.

Required Readings:

MacMurray, D. (2001). *In and out of Morocco: Smuggling and Migration in a Frontier Boomtown*. Minneapolis and London: University of Minnesota Press.

Session 2: Mobility, Field Research or Internship in Morocco

This session addresses available resources for fieldwork or internship in Rabat, Tangier and Tetouan. Students can choose an internship in an NGO working with migrant population of different age categories (women, men, children) youth living in a peripheral urban district or undocumented migrants.

Required Readings:

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

Module 4: Project Proposal Development

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

Session 1: Research Ethics and the HSR/SARB Process

This session uses concrete examples of social science research to address and discuss the ethical dimensions of doing research. We will assess ways of protecting the rights of research participants, such as their right to give or refuse consent, and their right to remain anonymous. Special attention is given to the protection of vulnerable research groups, such as undocumented migrants, refugees, and minors. We will also discuss the issue of unequal power relations between the researcher and the researched during the research process and in representing research subjects in a final research paper. The session will also cover SIT's Human Subject Review Policy and the Application for Review of Research with Human Subjects (the IRB form), the SARB process, the consent form, and the ethics form.

Required Readings:

Bell, J. (2010). Ethics and integrity in research. *Doing Your Research Project (5th Ed.)*. Berkshire: Open University Press, pp. 44-62.

Session 2: Writing an ISP or Internship Proposal - Workshop

In this session we will investigate the various elements of a research proposal and go over the ISP Rubric. The workshop focuses on the complex relationship between the process of conducting research and the writing process. Students are asked to participate in exercises and to prepare a draft proposal outline for the ISP or Internship.

Required Readings:

Organizing Your Social Sciences Research Paper: Writing a research proposal. Retrieved: <http://libguides.usc.edu/content.php?pid=83009&sid=2319840>

Session 3: ISP or Internship Proposal Presentation

This session takes place after the students have decided upon their ISP topic or internship placement and drafted an ISP or Internship proposal. Students are asked to pitch their research or Internship project to their fellow students and guests. The aim is to improve the proposal and to explore resources (literature, relevant networks and organizations, key individuals).

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 Morocco

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

Session 1: Preparing for the ISP

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

Session 2: Work-Based Norms and Practices in Morocco

This session explores work-based norms and practices related to research in Morocco, 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, especially in rural areas.

Required Readings:

Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press.

MacMurray, D. (2000). *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*. Minneapolis and London: University of Minnesota Press.

Session 3: ISP Applied Methodology

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

Required Readings:

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

Module 5b: Internship in the Context of Morocco

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

Session 1: Preparing for the Internship

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

objectives for the internship, and stages of student growth in the internship. Students will review the internship rubric.

Required Reading:

Switzer, F., & King, M. (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 Morocco

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

Required Reading:

Dwyer, K. (2013). *Encountering Morocco: fieldwork and cultural understanding*. D. Crawford, & R. Newcomb (Eds.). Indiana University Press.

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

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

Recommended Readings:

McDonald, F. (2011). Ethical Use of Interns. Retrieved from:
<http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf>

Assignments and Evaluation

Papers will be graded on style and structure, depth of analysis, and synthesis of secondary and primary sources.

Assignment Descriptions and Grading Criteria

The Reflections, Practice Interview, ISP or Internship Proposal assignments and Participation constitute the course requirements. In all exercises, students are asked to reflect analytically and to integrate the briefings, lectures, readings, and field visits.

1) Field-based reflections (30%)

Describe a personal experience, preferably something you experienced between your first day in Morocco and your return from the Northern excursion (5-pages). Focus on three things:

- The external circumstances of the moment, event, or scene including statements of your interlocutors and other participants.
- Detailed description of internal (subjective) perceptions, feelings, emotions, or of your interlocutors; explicit observation and use of your own sensations as participant-observer and careful analysis of their relevance or irrelevance to the analysis.

- Informed description of external social structures and forces (customs, hierarchy, gender/ethnicity, norms, religious norms, land, migration, political dynamics, etc.) either explicitly cited by your interlocutors, or which you recognize to be influencing the site, event, group, or a practice.

2) Practice interview (40%)

Students are asked to conduct a practice interview with one of the members of their host family. They are asked to write a small reflection (6 pages) about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up and wording of their interview and consequently the expected outcome.

3) ISP/Internship Proposal (30%)

Students will formulate a research question for their IPS giving details of major issues of the project, the methods of research, the targeted population, and the ethics of research (3-pages).

Students opting for Internship, will formulate their research proposal in relation to the nature of the institution (social welfare, migration, education, professional training, etc..) they will join during the Internship time and the role they will be assigned within it. For both projects students should provide a list of related references.

Research Proposal Format:

1. A descriptive title
2. Introduction
3. Research question
4. Methodology
5. Ethics
6. References
7. Timeline

4) Participation and Attendance (10%)

All students are expected to prepare for classes, attend and participate in all lectures, class discussions, field activities, and carry out all assignments and other activities prepared in the context of the Research Methods and Ethics course.

Assessment

Field-based reflections	30%
Practice Interview	30%
ISP/Internship Proposal	30%
Participation	10%

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

Expectations and Policies

- 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 according 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 (those of classmates, lecturers, local constituents engaged with on the visits, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

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](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.