

Field Methods and Ethics

ANTH-3500 (3 credits)

Indonesia: Arts, Religion, and Social Change

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 *Field Methods and Ethics* course 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 context of Indonesia. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Indonesia; gathering, recording, and analyzing primary data; and writing an 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 Indonesia and address the best strategies in gaining primary data in the fields and recognize the challenges which might come up while carrying out field work related to Art | Media | Social Change in a cross-cultural setting. Broadly, the course introduces students to qualitative approaches of social science field research.

The main emphasis of the course is on the development of 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 understanding the local ethics and norms to carry out field work, 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) that 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 the arts, religion and social change OR demonstrate awareness of the ethics of internship in the context of Indonesia;
- 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 Indonesian language vocabulary related to course content through in-country expert lectures and field visits to a wide range of venues and regional locales. While carrying out ISP in the field, the students will conduct their interviews both in English and Indonesian language depending on their ISP topic.

Course Requirements

The students have to participate in all components of the program, which will provide them with the skills and knowledge on the ethnographic methodology and will be able to analyze the primary data for their final ISP or internship paper. The students must participate in all activities assigned for the field methods and ethics.

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.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Assignment 1: Cultural Observations

Introduction:

One of the main purposes of the Field Methods and Ethics course is to introduce students to the skills needed to carry out effective field study. As any practicing researcher can attest, the value of a finished work based on fieldwork depends almost completely on effective use of field journals. The process of keeping a Work Journal has two main components, an initial Cultural Observations component and an on-going ISP Work Journal component for your own record.

The students are free to write in an observation journal during the orientation and seminars periods of the program. We ask the students to complete (3) three cultural observations entries during the eight weeks of the seminars period, and one (1) entry on a current issue in Bali. Each of the four entries will be graded, and so should be included in the observation journal and marked as a specific, dated entry of between 2-4 pages in length. Each entry is worth 10% towards the final grade for the FME class. We recommend that the students should keep in mind the Description-Interpretation-Evaluation (D-I-E) format for completing the entries.

Assignment 2: Arts Project

Learning Outcomes:

- Produce one or two art forms while participating in our program
- Recognize the different styles of learning and teaching
- Familiarize oneself with the local arts
- Build networks in the program center area

Instructions:

The students choose one or two forms of art that can be studied in the program center area and make use of their free time in the afternoons to study one of these art forms. They can study more than one as time allows, but it is not required that they study more than one. We define “art” broadly here so that it includes “handicrafts” like wood-carving, ceramic, silver jewelleryes, traditional painting, a performing art like gamelan or dance, or the creation of Balinese cooking.

After they have completed their project, they have to compose a paper on the process of studying an art form in a cross-cultural setting. They should include a discussion on the challenges of understanding the way that an art or handicraft is taught in a cultural setting distant from their own in time and space.

Assignment 3: Three–Interviews: Pre- and Post-ISP/Internship Interview

For these assignments, we ask the students to practice their interview skills step-by-step for the entire homestay period. The first two grade interviews are to gain primary data for their art project and for their village analytical paper or a try-out of their ISP/Internship to recognize the challenges and the best strategies in gaining primary data for their real ISP/Internship paper.

Practice 3a: Pre-ISP/Internship Interview of the Art Teacher(s)

As part of the art paper, the students have to interview their teacher and compose a short life story of their art teacher. This will challenge them to use their developing interview skills in Bahasa Indonesia and will help them to become better acquainted with their teacher and will be more familiar with the most effective strategy in gaining primary data for their ISP/Internship. The paper should be about 2-3 pages double-space.

Students are also asked to conduct a practice interview during the village excursion with the villagers and the local students depending on the topic of their interest. This analytical paper can be a try-out of their ISP/Internship. They are asked to write an analytical paper about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up and wording of their questionnaire and consequently the outcome of the interview.

Practice 3b: Pre-ISP/Internship Interview the Villagers for the Analytical Village Paper

Students are asked to conduct a practice interview during the village excursion with the villagers and the local students depending on the topic of their interest. This analytical paper can be a try-out of their ISP/Internship. They are asked to write an analytical paper about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up and wording of their questionnaire and consequently the outcome of the interview.

Practice 3c: Post-ISP/Internship Interview

Students are asked to submit an Interview question together with the ISP/Internship paper. In the Interview we expect the students to submit the interview question together with the transcription methodology they use and the challenges they face in the field and how they overcome the challenges.

ISP/Internship Proposal

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.

Participation

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

Assignment 1: Cultural Observation: Four Entries	40%
Assignment 2: Arts Project	15%
Assignment 3: Three-Interviews	10%
3a & 3b: Two Pre-ISP/Internship Interviews (must be submitted as part of the Village Study Paper of the thematic seminar)	
3c: Post-ISP/Internship Interview (submitted w/ ISP or internship paper)	10%
ISP/Internship Proposal	15 %
Participation: discussions, drop-offs, all exercises	10%

Attendance and Participation

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

Late Assignments

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

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

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

Grading Scale

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

Program Expectations

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

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.

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: 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.

Required Reading:

Judith L. Green, Audra Skukauskaite and W. Douglas Baker (2011). *Ethnography as Epistemology* in Research Methods and Methodologies in Education. indb 309.

Module Sessions include:

Session I: Homestay as a Cultural Experience and Site of Learning

This session provide the students first-hand experience by emersion with the homestay families learning about daily practices of the local religions and the art of offerings to the unseen spirits.

Session II: Positionality and Outsider/Insider Research

The students as the outsiders should adjust themselves to be able to understand the perspectives of the local community members as the insiders.

Module 2: Field Methods and Ethics for Arts, Religion and Social Change

This module focuses on the tools and methods required for conducting qualitative field research in observance of the ethics and value systems of the local community. The students are expected to recognize the most effective methods and strategies in gaining primary data in the field. In addition, the students will understand the ethics and norms to carry out field study in the Indonesian context of Arts, Religion and Social Change. We expect the students to give credits

to the artists to be popularly well-known and anonymously conceal the identity of informant whom might be put into dangerous situation.

Required Reading:

Appadurai, Arjun. 1996. *Modernity at Large: Cultural Dimensions of Globalization*, Minneapolis, The University of Minnesota Press, 1996, 229.

Module Sessions include:

Session I: Selecting Topics, Formulating Research Questions, and Literature Review

The students select their topic of their interest followed by formulating research questions to gain primary data in the field. The students should use secondary sources to support their critical analysis about their findings in the field.

Session II: Data Collection: Participant Observation and Interviewing

The students actively participate in some religious and cultural events while observing attentively the event around them. By the end of the participant observation, the students carry out informal interviews with their host families or other community members.

Module 3: Introduction to the ISP, Creative 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 as well as a unique type of Creative Art ISP for those who are interested in creating art for their ISP. While doing the individual brainstorming, the AD and senior faculty advisor help the students to identify ISP Advisor and possible sites to conduct their ISP.

Required Reading:

Amit, Vered, ed. 2000 *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. Routledge.

Module Sessions include:

Session1: Introduction to the Local Review Board/Institutional Review Board (IRB) Process and Human Subjects Review Application

Session II: Identifying an ISP Advisor and Securing an Internship Placement

Session III: One-on-one Meetings with the Academic Director to Discuss Preliminary ISP/Internship Ideas

Module 4: Project Proposal Development and Ethics

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 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. The students should understand the issues mentioned in the Human Subjects Review application.

Required Reading:

Abu-Lughod, Lila, 1991 *Writing against Culture*. In *Recapturing Anthropology: Working in the Present*, ed. Richard Fox. Santa Fe, NM: School of American Research Press, pp. 137-62.

Module Sessions include:

Session I: One-on-one Meetings with Academic Director

This session focus on individual meeting with the student about their topic, site and prospective advisor

Session II: Writing the Human Subjects Review (HSR) Application

This session is dedicated to help students to fill in the form for their Human Subject Review application.

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 Indonesia: Arts, Religion and Social Change

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

Required Reading:

Geertz, Clifford. (1984). *Culture and Social Change: The Indonesian Case*. Man, New Series, Vol. 19, No. 4 (Dec., 1984), pp. 511-532 Published by: Royal Anthropological Institute of Great Britain and Ireland Stable URL: <http://www.jstor.org/stable/2802324>.

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 II: Work-based Norms and Practices in Indonesia

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

Required Readings:

Jeanne M. Liedtka. (1992). *Exploring Ethical Issues Using Personal Interviews* Source: Business Ethics Quarterly, Vol. 2, No. 2, The Empirical Quest for Normative Meaning: Empirical Methodologies for the Study of Business Ethics (Apr., 1992), pp. 161-181. Published by: Philosophy Documentation Center Stable URL: <http://www.jstor.org/stable/3857569>.

Session III: ISP Applied Methodology

This session covers strategies of time management, networking strategies, and problem-solving research challenges. It is not about producing an academic paper but also about personal growth in managing personal issues; like health and emotion, financial and time management. The students should know how use their time wisely.

Required 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.

Module 5b: Internship in the Context of Indonesia: Arts, Religion and Social Change

This module prepares the student for the internship experience. It examines work-based norms and practices related to internships in Indonesia. 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. It is very important for the students to appropriately behave while doing some internship in the local organization.

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:

Juan C. Moreno (n/d). *Entering into the Realm of "the Other": A Few Suggestions for Crossing Boundaries of Human Difference*. Office of Diversity and Inclusion, University of Minnesota Extension

Recommended Reading:

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 II: Work-based Norms and Practices in Indonesia

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

Required Readings:

Readings specific to the local context. The students should read the ISP papers conducted by the former students related to their topic.

Session III: The Ethics of Participating in an Internship in Indonesia

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

Recommended Readings:

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

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