

## Research Methods and Ethics

ANTH-3500 (3 credits)

**SIT Study Abroad Program:**

### Argentina: Social Movements 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 (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 Argentina. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the cultural context of Argentina; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Argentina and the program's Critical Global Issue focus, Peace | Human Rights | Social Movements. 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 Social Movements and Human Rights, 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.

The seminar includes lectures and discussions on the meaning and practice of experiential learning and student's positionality as researchers or interns in a study abroad context. Methodological contents prepare students for developing a research or internship proposal using qualitative methods of research in social sciences applied to Social Movements and Human Rights fields. Ethical contents provide them the information and knowledge necessary

for their application for ethical review of their proposals and to conduct their work according to ethical rules.

## **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 Social Movements and Human Rights OR demonstrate awareness of the ethics of internship in the context of Argentina; or demonstrate awareness of the ethics of internship in the context of Argentina;
- *Analyze* and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- *Produce* an Independent Study Project proposal or an Internship Workplan that is in strict observance of ethical academic standards and local values.

## **Language of Instruction**

This course is taught in Spanish and 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.

## **Required Texts**

### **Isp track:**

Newman, W. Laurence (1997). Chapter 18: Ethical and Political Issues in Social Research. In *Social Research Methods. Qualitative and Quantitative Approaches* (pp. 427-459) Boston: Allyn and Bacon, Ed.

Rance, S. and Mulder, S. (2001). Investigando con ética: aportes para la reflexión-acción, Comité de Investigación, Evaluación y Políticas de Población y Desarrollo (CIEPP) y Population Council; La Paz, Bolivia, 2001; Pgs. 11-15, 33-39, 48-55.

**Int track:**

Sweitzer, F. and King, M. (2013). The lay of the land. In *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4th Edition). Belmont, CA: Brooks/Cole.

## **Assignments and Evaluation**

### Assignment Descriptions and Grading Criteria

1) a. Debrief of visits (20%, **Isp track**)

Students will present orally, the experiences lived during field excursions. An “A” will be given to students that follow instructions, relate the experience with the classes’ content and achieve a reflective perspective.

b. Reflections, observations and debriefing of visits (30%, **Int track**)

Students will present orally the experiences lived during field excursions. An “A” will be given to students that follow instructions explained in the Exercise Guide, relate the experience with the classes’ content and achieve a reflective perspective. Field journal entries: An “A” will be given to field journals that are complete, apply DIG methods, make reflections, and relates theoretic and methodological reflections with observation.

2) General exercises and entrances to field journal (15%)

Students will be assigned analysis exercises related to cultural observation, skill exercises, data gathering techniques, analysis, etc.

An “A” is the work that responds to all the questions given in an analytical perspective and which students have applied all the concepts given in class.

Field journal entries: An “A” will be given to field journals, that are complete, applies DIG methods, make reflections, and relates theoretic and methodology reflections with observation.

3) a. Exercises related to research proposal (30% **Isp track**)

Students will hand in several drafts that will contribute to a final ISP proposal (point 4). In these drafts they will develop a field of study and/or a theme, a question and/or research problem, the methodology and techniques to address the research problem. An “A” will be given for students who hands in the drafts timely, complete and methodologically grounded.

b. Internship work plan development (35% **Int track**)

Students will carry different tasks to develop their internship work plan. Among them, they will do a carefully preselection of the internship organization considering their own background, strengths, weaknesses, expectations, and goals. They will also prepare a CV and a cover letter addressed to a particular organization. After that, students will conduct an interview with an internship organization member. A report of this interview will also be delivered. Students will be assigned exercises related to bibliographical reviews, and analysis. One of the last tasks will be a second interview with the internship supervisor to discuss aspects that will be explicit in the Learning Agreement. Finally, students will deliver a draft of an internship Work

Plan. An “A” will be given to exercises that evidence solid attempts to cover the components required by the Exercise Guide, the Work Plan outline and a complete SARB-IRB Action Form.

4) a. ISP final proposal (25% **Isp track**)

Students will hand in a final ISP proposal. The grade will take into account the final product but also the drafts and the interest the student has in the definition of the research proposal. The student should also hand in the SARB-IRB Action Form taking into account the ethical principles of research with human subjects.

An “A” will be given for a student who hands in a proposal that includes all the topics seen in class and that considers the feedback given to the Exercises related to research proposal (point 3). It should have a clear research question; a well-developed theoretical framework for the research question and a complete proposal with all its components.

b. Final Internship Work Plan (25% **Int track**)

Students will design a coherent and feasible Internship proposal in which they will present an action plan in agreement with the institution and in accordance with their learning objectives. The proposal must include SIT SARB-IRB Action forms with complete information and a model of informed consent for possible interviews. The grade will consider the final product, its feasibility, and the quality of the Learning Agreement.

5) 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

#### **Isp track:**

Debrief of visits/Reflections and observations - 20%

General exercises and entrances to field journal - 15%

Exercises related to research proposal/ Internship work plan - 30%

ISP final proposal / Final Internship work plan - 25%

Participation - 10%

#### **Int track:**

Reflections on visits, observations 30%

Exercises related to development of work plan - 35%

Final work plan - 25%

Participation - 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.
- 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.
- 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.

## 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.

#### **Session 1 (Orientation): Learning in Argentina: Experiential learning. Cultural learning, adaptation and academic expectations. RM&E role.**

Discussion of experiential learning, cultural learning and adaptation. What does it mean to learn and study in a new culture and environment? We will discuss academic and student expectations under the experiential learning model, discuss doubts and answer questions about learning in an Argentine classroom; differences/similarities with US context.

Doing Field-Based Research in a Study Abroad Context. Experiential methods. Presentation of the basics of RM&E Seminar and the importance of cultural observation. Discuss the importance of and how to maintain a field journal. Introduction to DIE method of observation. We will also deliver RM&E schedule and syllabus for your reading.

General expectations about the Internship and the ISP.

Positionality and outsider/insider research.

Ethical considerations related to social research: reflect on the limits of research, fieldwork, and different alternatives to face these problems.

#### **Exercise 1:**

Deliver your field journal's entries (you can scan and upload your entries to Canvas).

#### **Exercise 2: Second observation**

Visit to Ex ESMA - Observation and Group debriefing. Deliver your field journal's entries related to this visit (you can scan and upload your entries to Canvas).

### **Session 2: Understanding the host culture. Argentina and its others.**

Professor will present a general overview of contemporary Argentine ethnic diversity from an intercultural approach.

Discuss first impressions about daily life in Buenos Aires and cultural repertoires. Review DIE method of observation and importance of field journaling during the semester. We will use the assignment to reflect about cultural norms, positionality, experiential learning, methods, and challenges.

Setting the stage: We will examine work-based norms and practices related to conducting research in Argentina, specially focusing on NGOs and social movements.

Readings:

**Isp track:**

- Adamovsky, E. (2021). "La lucha contra el racismo en América Latina: pensar con categorías propias". Le Monde Diplomatique. Available on: <https://www.lemondediplomatique.cl/2021/08/la-lucha-contra-el-racismo-en-america-latina-pensar-con-categorias-propias>
- Segato, R. (2002). "Identidades políticas / Alteridades históricas una crítica a las certezas del pluralismo global" Runa: archivo para las ciencias del hombre, Vol. 23, Nº. 1, 2002, págs. 239-275

Recommended Readings:

- Benzecry, C. (comp.) (2012). "Introducción. Cultura. Instrucciones de uso". *Hacia una nueva sociología cultural. Mapas, dramas, actos y prácticas*. Universidad Nacional de Quilmes. (Available on Canvas)
- Butters, S. (2003). "The logic-of-enquiry of participant observation". En *Resistance through Rituals. Youth subcultures in post-war Britain*. Ed. By Stuart Hall & Tony Jefferson.
- Grimson, A. (2014). Mitos Patrioterros. *Mitomanías Argentinas. Cómo hablamos de nosotros mismos*. Siglo XXI Editores. Pps 23-27, 76-82 and 154-166 (PDF). <https://seminarioytallerescritura.files.wordpress.com/2018/11/mitomanias-argentinas-alejandro-grimson-pdf1.pdf>

**Int track:**

- Adamovsky, E. (2021). "La lucha contra el racismo en América Latina: pensar con categorías propias". Le Monde Diplomatique. Available on: <https://www.lemondediplomatique.cl/2021/08/la-lucha-contra-el-racismo-en-america-latina-pensar-con-categorias-propias>
- Segato, R. (2002). "Identidades políticas / Alteridades históricas una crítica a las certezas del pluralismo global" Runa: archivo para las ciencias del hombre, Vol. 23, Nº. 1, 2002, págs. 239-275
- Delrio, W.; Lenton, D.; Musante, M.; and Nagy, M. (2010) "Discussing Indigenous Genocide in Argentina: Past, Present, and Consequences of Argentinean State Policies toward Native Peoples," *Genocide Studies and Prevention: An International Journal*: Vol. 5: Iss. 2: Article 3.
- Frigerio, A. (2000) Blacks in Argentina: Contested Representations of Culture and Ethnicity Paper presented at the 2000 Meeting of the Latin American Studies Association Miami, March 16-18, 2000.

- Gordillo G. and S. Hirsch (2003) "Indigenous Struggles and Contested Identities in Argentina. Histories of Invisibilization and Reemergence" *The Journal of Latin American Anthropology* 8 (3):4-30
- Grimson, A. (2014). Mitos Patrioterros. Mitomanías Argentinas. Cómo hablamos de nosotros mismos. Siglo XXI Editores. Pps 23-27 (PDF). <https://seminarioytallerescritura.files.wordpress.com/2018/11/mitomanias-argentinas-alejandro-grimson-pdf1.pdf>
- Grimson, A. (2014). Mitos Racistas. Mitomanías Argentinas. Cómo hablamos de nosotros mismos. Siglo XXI Editores. Pps 76-82 (PDF). <https://seminarioytallerescritura.files.wordpress.com/2018/11/mitomanias-argentinas-alejandro-grimson-pdf1.pdf>
- Grimson, A. (2014). Mitos sobre el Peronismo. Mitomanías Argentinas. Cómo hablamos de nosotros mismos. Siglo XXI Editores. Pps 154-166 (PDF). <https://seminarioytallerescritura.files.wordpress.com/2018/11/mitomanias-argentinas-alejandro-grimson-pdf1.pdf>
- Lamborghini, E. (2017). "Los Tambores No Callan: Candombe y Nuevos ethos militantes en el espacio público de Buenos Aires". *Revista Runa. Archivo para las ciencias del hombre*, 38, 1, 111-129.
- Ratier, Hugo (1975) *El cabecita negra*. CEAL: Buenos Aires. Pp.61-77

### **Isp track:**

#### **Module 2: Research Methods and Ethics in Peace | Human Rights | Social Movements**

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

#### **Session 3: Introduction to social research and the ISP process.**

Introduction to the main characteristics of qualitative research and design (themes, questions, general and specific objectives).

The importance of research questions and research problems in the ISP.

Introduction to the ISP proposal

#### **Exercise 3 (Discussion in class):**

Analyze an ISP proposal (available on Canvas) following the exercise guide.

Readings:

- Booth, W. C.; Colomb, G.G. and Williams, J.M. (2003). Chapter 3: Planning your project: From topics to questions. In *The Craft of Research*. Chicago: University Chicago Press.
- "Introducción", "Chapters 1, 2 and 7", in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.

### **Int track:**

#### **Module 2: Making the Most of Your Internship**

This module will prepare students for the demands and expectations of an internship, strategies for success, and academic requirements.

#### **Session 3: Internship as a learning experience.**

Based on readings and your reflections on exercise 3, we will discuss what a successful internship experience is. We will talk about past experiences and what students gained and learned from them. We will also work on expectations and fears about this experience in an international context.

We will introduce the internship organizations.

**Exercise 3: First part:** (Forum): Reflecting on the internship experience.

**Second part:** During the last part of the class complete the second part of this exercise.

Readings:

- “Part 1” in *Internship Handbook*. SIT- Fundación World Learning Argentina.
- Sweitzer, F. and King, M. (2013). Selected pages. *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole.

### **Isp track:**

#### **Session 4: The role of theory in social research and social intervention**

During this session we will talk about research interests, how to develop initial ideas, and the role of theory and method in the construction of the object of study (ISP).

We will focus on exploratory tasks (visits, exploratory interviews, critical review of accumulated knowledge) and the construction of a frame of reference

Ethical considerations related to social research and intervention: reflect on the limits of research, fieldwork and different solutions to face these problems.

#### **Exercise 4 (Discussion in class):**

Analyze an ISP report focusing on state of art and theoretical framework.

#### **Exercise 5:**

In class, we will present exercise 5 and we will start working on it.

Readings:

- “Chapter 3” and “Anexos” in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.
- “Academic Integrity”, SIT. Student Handbook

Recommended Readings:

- Quivy, R. and Van Campenhoudt, L. (2000). Primera Etapa (La pregunta Inicial), Segunda Etapa (La exploración) y Tercera Etapa (La problemática). In *Manual de investigación en ciencias sociales* (pp. 25-99). México D.F.: Limusa.

#### **Int track:**

##### **Session 4: Work plan: The general structure**

The structure of the work plan. We will reflect on the importance of reviewing the field of problems that the organization addresses. We will work on how to define an area of work during the internship. Learning objectives and focusing on a topic of interest (INT).

We will focus on the importance of theory and bibliographical review, the definition of the organization that each one will work.

We will devote time to one on one meetings to work on your ideas.

**Exercise 4:** Students will analyze a previous Work plan.

Readings:

- Chapter 3 in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.
- Chapter 3 in *Internship Handbook*. SIT- Fundación World Learning Argentina.

#### **Isp track:**

##### **Session 5: Workshop. The ISP proposal: Research questions and objectives**

Research design. Data gathering techniques: The use of the interview and observation in qualitative research. Characteristics, stages, format. Constructing interview questions. The role of research objectives and concepts in interview and interview questions.

Challenges of entering the field. Ethical and cultural sensitivity in the process of interviewing, observing and entering the field.

Readings:

- "Chapter 4" in *Research Methods and Ethics Handbook*. SIT- Fundación World Learning Argentina.
- Glesne, C. (2006). Chapter 4: Making words fly: Developing understanding through interviewing. In *Becoming qualitative researchers. An introduction*. (pps. 79-109) Boston: Pearson, Allyn and Bacon, Ed.

#### **Int track:**

##### **Session 5: NGOs: Framework to understand their work in Argentina**

Ethical and cultural sensitivity in the process of interviewing, observing, and approaching organizations. Key concepts to understand social organizations in Argentina. General expectations and overview of the initial meeting with the internship organization.

Comments about the workplans.

##### **Exercise 5:**

First presentation of myself and CV and final version.

\*In Spanish session you will review how to write a CV at an international setting. Basic components of the cover letter.

Readings:

- Chapter 2.2 in *Internship Handbook*. SIT- Fundación World Learning Argentina
- Campetella, A.; González Bombal, I.; Roitter, M. (2000) “Definiendo el sector sin fines de lucro en Argentina”. Nuevos documentos. Buenos Aires: CEDES.

**RME Debriefing:** Group debriefing of visits of the week.

**Exercise:** Appointed students will prepare the debriefing of the organization they visited, according to the instructions given in the exercise guide (“Discusiones grupales sobre las visitas”).

### TRIP TO PATAGONIA

**During the trip to Patagonia:** Students can ask for group or individual interviews with the AD to discuss ideas about ISP projects.

**Isp track:**

**Session 6: From the *What* of the Study to *How* to conduct research. Research design.**

During class we are going to present the structure of the ISP proposal. Based on your previous exercises, we will discuss your ideas, doubts and concerns about your ISP proposal. Then students will start working on their first draft.

**Exercise 6:**

**In class** we will create a guide of questions to apply in an interview with a gatekeeper/key informant.

Conduct an interview with an expert/gate keeper/key informant and submit an interview report/memo.

**Int track:**

**Module 3: Project Proposal Development**

Based on learning and engagement in the preceding course modules, this module focuses on internship work plan development and guiding students through the development of the Human Subjects Review (HSR) application for review by 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 INT supervisor.

**Session 6. Office Hours: Preparing for the first visit to the organization**

We will devote these days to preparing the first visit to the organization. We will coordinate individual meetings, and we will discuss your ideas, doubts, and concerns about your interview.

In this week the students will have to make a first interview at the internship site. They will also have to write an interview report.

**Exercise 6:** Presenting the organization. Frame of reference.

Readings:

- “Part 2” in *Internship Handbook*. SIT- Fundación World Learning Argentina.

**RME Debriefing:** Group debriefing of visits of the week.

**Exercise:** Appointed students will prepare the debriefing of the organization they visited, according to the instructions given in the exercise guide (“Discusiones grupales sobre las visitas”).

**Isp track:**

**Module 3: Project Proposal Development**

Based on learning and engagement in the preceding course modules, this module focuses on ISP proposal development and guiding students through the development of the Human Subjects Review (HSR) application for review by 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.

**Session 7: ISP proposals preparation day.**

We will devote the day to work on ISP proposals and presenting the ISP period. In individual conversations and based on development of exercise 8 students will have the opportunity to discuss ideas, doubts and concerns about the ISP proposal.

In class we will review different elements of the proposal and proposal development. Then, students will use this time to develop their proposals.

The role of IRB SARB-IRB Action Form will be presented at the end of this day

Readings:

- *Research Methods and Ethics Handbook*. SIT-Fundación World Learning Argentina.

**Int track:**

**Session 7: Workshop: Work plan and observations of the first visit.**

We will analyze your experience of the first interview and visit to the organization, to develop your work plan and draft the internship learning agreement.

We will discuss students’ strategies for collaborating with the internship supervisor to design the contents of the Internship Learning Agreement in adherence to internship learning objectives and chronogram, in collaboration with the internship supervisor at the host organization.

In individual conversations we will discuss your ideas, doubts, and concerns about your internship work plan.

Students will use this time to develop their proposals.

**Exercise 7:** Visit report and first ideas about your work plan.  
Visit the organization. Conduct an interview with a gate keeper/key informant and submit an interview report/memo.

## TRIP TO THE NORTH

### **Isp track:**

#### **Session 8: Transition to ISP period and ethics**

We will present the ideal structure of your ISP and challenges in writing it. We will also talk about the ethics of publishing and communicating results. We will explain how to keep a work journal throughout your ISP.

Basic ethical principles, the ethics in using field data, publishing and communicating results. Anticipating possible ethical challenges.

Explain how to keep a work journal throughout your ISP.

Students will have individual conversations to discuss ISP proposals.

#### **Exercise 7:**

Presentation of Exercise 7. In class the students will start working on his/her first draft of ISP proposal. Then students have to submit their first draft.

#### Readings:

- *Research Methods and Ethics Handbook*. SIT-Fundación World Learning Argentina. Dossier Ética en la Investigación.

### **Int track:**

#### **Session 8: Ethics and Internship period**

Ethical considerations related to social research and intervention: reflect on the limits of research, fieldwork and different solutions to face these problems. We will present the the SARB-IRB Action Form and ethics.

We will introduce general expectations about the internship period and the final internship paper: content, layout and general guidelines.

#### Readings:

- Newman, W. Laurence (1997). Chapter 18: Ethical and Political Issues in Social Research. In *Social Research Methods. Qualitative and Quantitative Approaches* (pp. 427-459) Boston: Allyn and Bacon, Ed.
- Rance, S. and Mulder, S. (2001), Investigando con ética: aportes para la reflexión-acción, Comité de Investigación, Evaluación y Políticas de Población y Desarrollo (CIEPP) y Population Council; La Paz, Bolivia, 2001; Pgs. 11-15, 33-39, 48-55.

#### **Exercise 8:** First draft of the Work Plan

**RME Debriefing:** Group debriefing of visits of the week.

**Exercise:** Appointed students will prepare the debriefing of the organization they visited, according to the instructions given in the exercise guide (“Discusiones grupales sobre las visitas”).

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**Exercise:** Appointed students will prepare the debriefing of the organization they visited, according to the instructions given in the exercise guide (“Discusiones grupales sobre las visitas”).

**Isp track:**

**Session 9: Office Hours**

**Exercise 8:**

Deliver your final ISP proposal and SARB-IRB Action form

**Int track:**

**Session 9: Office hours: reviewing documents**

**Exercise 9:** Final Work Plan, Learning Agreement and SARB-IRB Action Forms.

<b>BEGINNING OF ISP PERIOD</b>
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**Sesssion 10: Qualitative analysis: Codification of primary data.**

In this session we will have an introduction to qualitative analysis. Next, we will go deeper into codification techniques. In class: we will code interviews. After class, students must submit their codification.

Readings:

- Babbie, E. (2001) *The Practice of social research*, USA. Wadsworth. Part 4. “Analysis of Data”, pp. 364-369.
- Patton, Q. M (2002) *Qualitative Research and Evaluation Methods*, Lodon, Sage publications. Pp. 431-494.
- “Chapter 5” in *Research Methods and Ethics Handbook*. SIT-Fundación World Learning Argentina.

Recommended Readings:

- Jones, D.; Manzelli, H. and Pecheny, M. (2004). La teoría fundamentada: su aplicación en una investigación sobre vida cotidiana con VIH/sida y con hepatitis C, In Kornblit A.L. (coord.) *Metodologías Cualitativas en ciencias sociales. Modelos y procedimientos de análisis* (pp. 47-76). Buenos Aires: Biblos.
- Taylor, S. and Bogdan, R. (1986) “El trabajo con datos. Análisis de los datos en la investigación cualitativa” en *Introducción a los métodos cualitativos de investigación*, Pgs. 152- 176.