

Field Study Seminar

ANTH 3500 (2 Credits, 30 class hours)

SIT Study Abroad Program:

Kenya: Islam and Swahili Cultural Identity

Course Description

The Field Study Seminar (FSS) is an integrative program component, combining cross-cultural awareness with academic learning. The seminar is designed to provide students with the basic theoretical and methodological concepts essential for translating lived experience into learning experience. In so doing, the FSS provides students with skills for cultural understanding and the critical tools necessary for the successful completion of the Independent Study Project (ISP).

Emphasis is placed on embracing cultural differences and on documenting, interpreting, and analyzing information directly from primary sources. Discussions, field exercises, and work journal assignments focus on observations, participation, and interviewing. Sessions provide students with opportunities to practice cross-cultural communication approaches and develop new skills in preparation for conducting their own original research during their Independent Study Project. The course also includes an examination of ethics in the context of conducting fieldwork.

Course Objectives

The Field Study Seminar has an interdisciplinary, critical, and integrative focus encompassing 30 academic hours (2 credits). Its main objectives are:

- To learn to identify and approach relevant primary sources in the field and to become aware of, and gain experience with research design and field methodologies for data collection including: interviewing, participant observation, questionnaire writing, and basic surveys
- To begin to apply non-judgmental, non-comparative thinking and descriptive terminology to new cultural situations
- To learn how to do research on potentially sensitive issues, including those involving HIV/AIDS and drug abuse, etc
- To begin to integrate knowledge gleaned from the Islam and Swahili Cultural Identity Seminar toward the development of Independent Study Project (ISP) research proposal

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Course Syllabus*

- To develop an ISP topic and appropriate methods sufficiently directed, narrow, and realistic for an ISP paper, including proposal writing and literature reviews on a chosen topic

Expected Outcomes

Upon completion of the course, students will have attained:

- Kenya-specific knowledge regarding the processes of establishing research relationships and designing a rigorous research project
- Greater understanding of the processes and potential pitfalls of data collection and analysis
- Greater awareness of the relationships, responsibilities and ethics of the researcher, the methodologies employed, and the veracity of data obtained

Course Requirements

Students are responsible for all required readings, and should be prepared to bring them to bear on discussions in class. The readings will help place the seminars in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen one's knowledge of particular aspects discussed in class.

General Required Readings

Alauoi, M., L. Salagh, and S. El Youssfi. 2001. "Medical Care in Rural Areas: Sidi Boumehdi as a Case Study" in T. Belghazi and L. Haddad (Eds.), *Global/Local and Sustainable Development*. Rabat: Publications of the Faculty of Letters and Human Sciences. ISBN unavailable.

Batchelder, Donald. 1993. "The Green Banana" and "The Drop-Off" in Theodore Gochenour (Ed.) *Beyond Experience: The Experiential Approach to Cross-Cultural Education*, 2nd edition. Yarmouth, ME: Intercultural Press. ISBN: 978-1877864247.

Bennett, Milton J. 1993. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity" in R. Michael Paige (Ed.), *Education for the Intercultural Experience*. 2nd edition. Yarmouth, Maine: Intercultural Press. ISBN: 978-1877864254.

Crane, Julia G. and Michael V. Angorsino. 1992. *Field Projects in Anthropology: A Student Handbook*, 3rd edition. Prospect Heights, IL: Waveland Press, Inc. ISBN: 978-0881336856.

Devereux, Steven, and John Hoddinott. 1992. *Fieldwork in Developing Countries*. Boulder, CO: Lynne Rienner Publishers. ISBN: 978-1555873929.

Geertz, Clifford. 1973. "Thick Description: Towards an Interpretative Theory of Culture" in *The Interpretation of Cultures*. New York: Basic Books, pp. 3-30. ISBN: 978-0465034253.

Gochenour, Theodore (Ed.) 1993. *Beyond Experience: The Experiential Approach to Cross-Cultural Education*, 2nd edition. Yarmouth, ME: Intercultural Press. ISBN: 978-1877864247.

Graiouid, Said. 2004. "Communication and the Social Production of Space: the Human, the Public Sphere and Moroccan Women." *The Journal of North African Studies* 9:1, pp. 104-130.

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Course Syllabus*

Israel, Mark and Iain Hay. 2006. *Research Ethics for Social Scientists*. London: Sage Publications. ISBN: 978-1412903905.

Landis, Dan, Janet M. Bennett, and Milton J. Bennett (Eds.) 2004. *Handbook of Intercultural Training*, 3rd edition. Thousand Oaks, CA: Sage Publications. ISBN: 978-0761923329.

Lofland, John, David Snow, Leon Anderson, and Lyn Lofland. 2005. "Logging Data" in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 4th edition. London: Wadsworth Publishing Company, pp. 66-98. ISBN: 978-0534528614.

Mason, Jennifer. 2002. *Qualitative Researching*. London: Sage Publications. ISBN: 978-0761974284.

Nassif, F. 2001 "Female-Headed Households in Changing Rural Communities in Morocco" in T. Belghazi and L. Haddad, Eds., *Global/Local and Sustainable Development*. Rabat: Publications of the Faculty of Letters and Human Sciences. ISBN unavailable.

Paige, R. Michael, Ed. 1993. *Education for the Intercultural Experience*. Yarmouth, ME: International Press. ISBN: 978-1877864254.

Rossmann, Gretchen and Sharon F. Rallis. 2003. "Gathering Data in the Field" in *Learning in the Field: An Introduction to Qualitative Research*. London: Sage Publications, pp. 169-206. ISBN: 978-0761926511.

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Lectures/Discussions/Assignments

Week #1:

- Drop-Off and Debriefing
 - Urban: District of Mombasa
 - Rural: District of Malindi
- Begin: Individual ISP meetings with Academic Director
- Begin: Weekly student meetings
- Cross-cultural sessions

Week #2:

- Introduction: Research Design and Qualitative Data Analysis
- Assignment: Cultural Analysis Paper (CAP)

Week #3:

- Research Methods: Interviewing
- Assignment: Swahili Cultural Issues

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Week #4:

- Research Methods: Participant Observation
- Assignment: Swahili Cultural Issues

Week #5:

- Research Methods: Surveys and Quantitative Data
- Assignment: Swahili Cultural Issues

Week #6:

- Research Methods: Fieldnotes
- Discussion: Men's Panel and Women's Panel

Week #7:

- Issues in Data Collection: Ethics and Responsibilities
- Assignment: Swahili Cultural Issues

Week #8:

- Issues in Data Collection: Fieldwork under time constraints
- Assignment: Swahili Cultural Issues

Week #9:

- The context of fieldwork:
 - At your site - logistics, security
 - Ethics, integrity, harassment
- Research facilities: libraries, research permits, institutions, human resources, etc.

Week #10:

- Debrief: Zanzibar/Oman educational excursion
- Assignment: Analysis of approach in Zanzibar/Oman.

Evaluation and Grading Criteria

Field Study Seminar Assignments

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence. It is a requirement that students also complete a fieldwork journal documenting the development of their Independent Study Project. This should include main entries as students narrow their topics and begin gathering information through reading and informal interviews. During the period devoted to completing the Independent Study Project, students are required to record notes from readings and their own reflections on the project topic, and to write up all data collection, interviews, and observations in the journal. Assignments are weighted as follows:

1. Cultural Analysis Paper (CAP)	15%
2. Formal/Informal interview and reporting, "Swahili Cultural Issues"	50%
3. Assignment: Analysis of approach in Zanzibar/Oman	20%

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4. Participation (see below): Home-stay, Village-stay and Tutoring

15%

Grading Scale: The grading scale is as follows:

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

Grading Criteria

An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, fieldtrips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of student participation will be monitored and taken into account.

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Field Study Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

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