

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 the program component that blends cross-cultural awareness with academic learning. The seminar is designed to provide the student with basic theoretical concepts essential for translating lived experience into learning experience. 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 the opportunity to practice their cross-cultural communication approaches and develop new skills that will prepare them for conducting their own 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 and critical focus encompassing 30 academic hours (2 credits). Its main objectives:

- To become aware of approaches to field methodology, including: proposal writing, interviewing, participant observation, questionnaire writing, literature review on the chosen topic, 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, such as those involving HIV/AIDS or drug abuse, etc.
- To begin to integrate knowledge gleaned from the Islam and Swahili Cultural Identity Seminar into Independent Study Project (ISP) ideas.

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Course Syllabus*

- To develop an ISP topic and methods which are sufficiently directed, narrow, and realistic for an ISP paper.
- To learn to identify and approach relevant primary sources in the field and to develop an understanding of what kinds of information can be gathered via different kinds of sources and methods.

Readings

Students are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help place the classes 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. They are not necessarily tailor-made for each and every class.

General Required Readings

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

Batchelder, Donald. "The Green Banana." *Beyond Experience: The Experiential Approach to Cross-cultural Education*. The Experiment in International Living, CCS, Kipling Road, Brattleboro, Vermont, 1993

Bernnett, Milton. "Towards Ethno-Relativism: a Developmental Model of Intercultural Sensitivity."

Bernnett, Milton. *Description – Interpretation – Evaluation (D-I-E)*.

Booth. *Asking Questions, Finding Answers*, (Chapters "From Questions to Problems," "From Questions to Sources," "From Topics to Questions," and "Using Sources").

Crane, J.G., and M.V. Angorsino. *Field Projects in Anthropology – A Student Handbook* (3rd edition). Illinois: Waveland Press Inc., 1992.

Devereux, Steven, and John Hoddinott. 1993. *Fieldwork in Developing Countries*.

Doing Field Work in Rural Set Up

Geertz, Clifford. 1973. "Thick Description: Towards an Interpretative Theory of Culture." *The Interpretation of Cultures*. London: Fontana Press.

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

Institutional Review Board and Research on Human Subjects Guide Book (Introduction)

Learning Through Encounters with the Host Culture:

Lofland, John, and David Snow, et.al. "Logging Data." *Analyzing Social Setting: A Guide to Qualitative Observation and Analysis*. London: Wadsworth Publishing Company, 1995, pp. 66-98.

Mason, Jennifer 2002. "Observing and Participating." *Qualitative Researching*. London: Sage Publications, pp. 84-102.

Mason, Jennifer 2002 "Qualitative Interviewing." *Qualitative Researching*. London: Sage Publications, 2002, pp. 62-83.

Mason, Jennifer. "Making Convincing Arguments with Qualitative Data." *Qualitative Researching*. London: Sage Publications, 2002, pp. 173-204.

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

Paige, R. Michael 1993.(Edt.) *Education for the Intercultural Experience*. Yarmouth, ME: International Press.

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

Cross-Cultural Education. Ed. Theodore Gochenour. Yarmouth, ME: Intercultural Press, 1993, xiii-xv.

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 NOTIFIED.

Lectures/Discussions/Assignments

Week #1:

- Drop Off and Debriefing – Urban- in the District of Mombasa and Rural Settings in the District of Malindi.
- Individual ISP meetings with Academic Director.
- Students' weekly meetings.

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- Cross-culture sessions.

Week #2: Cultural Analysis Paper (CAP).

Week #3: Formal/Informal interview and reporting, "Swahili Cultural Issues."

Week #4: Formal/Informal interview and reporting, "Swahili Cultural Issues."

Week #5: Assignment: Swahili Cultural Issues.

Week #6: Discussions: Men's Panel; Women's Panel.

Week #7: Assignment: Swahili Cultural Issues.

Week #8: Seminar on: Issues in Data Collection: Fieldwork under time constraints; research methods – Qualitative and Quantitative; Interview techniques; Participation, your notes, observation techniques, CAP, and beyond.

Week #9: The context of fieldwork: at your site, logistics, and security. Thinking about the ethics of fieldwork and research. Facilities – library, research permits, institutions, human resources, etc.

Week #10: 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%
4. Attitude: Home-stay, Village-stay and Tutoring participation	15%

Grading Scale: The grading scale for all classes 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

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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, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students` 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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