

SRI LANKAN STUDIES SEMINAR & INDEPENDENT STUDY PROJECT

Intercollegiate Sri Lanka Education Program (ISLE) Program

Suggested US semester credit hours: 4

IFSA-Butler Course Code: IS382-02 and ID382-02

Delivery method: Face to Face

Language of Instruction: English

Coordinator: Kalinga Tudor Silva, kalingatudorsilva@gmail.com

COURSE DESCRIPTION

Apart from its exquisite natural beauty and rich biodiversity which earned the island of Sri Lanka a reputation as a tropical paradise, the country has a rich cultural heritage with over 2500 years of Sinhala-Buddhist heritage and many centuries of Tamil Hindu, Islamic and Christian influences. Sri Lanka ended nearly 30 years of violent civil war in May 2009, beginning a new era of post-war reconstruction largely informed by a nationalist imagination. Sri Lanka presents an unusual opportunity for visiting ISLE students to broaden their vision by direct first-hand experience in a developing country with rapid economic growth and, at the same time, entangled in a series of political, social and environmental challenges. The Sri Lankan Studies Seminar introduces students to a variety of themes relating to Sri Lankan society and culture and the country's ongoing processes of development and change.

The independent study portion of the Sri Lankan Studies Seminar offers students an opportunity to research a topic of their choice in a venue that is suitable to their research interests. Finding out how, where and what is feasible to study during the allotted time frame constitutes an important part of the independent study process; it requires careful thought and planning. The sooner you begin this planning, the better. To help facilitate the process of planning, we will have a series of deadlines, including one-on-one consultations, culminating in a group discussion of all the individual projects on the day before you leave for your Independent Study locations.

COURSE DELIVERY

The seminar is organized around a series of lectures by some of leading scholars, lecturers which are geared towards giving students a broad, interdisciplinary introduction to an array of topics. These lectures, in tandem with regular coursework, will serve as important sources for possible research topics for your independent study. The seminar's objective is to provide a framework in which to situate your independent study project. A good independent study will speak to these themes, as well as the questions, study locations and methodologies around which your research program is organized. Students will keep a journal of reflections and reactions to these lectures as a way of developing and refining their ideas for independent study. The general theme of the seminar this year is "Cultural Dynamics in Post-war Development in Sri Lanka" and our lectures will cover (but will not be limited to) topics such as the Dalada Maligawa (Temple of the Tooth), Hindu shrines, poetry, contemporary political discourse, conflict-induced displacement, gender-based violence, post-war reconstruction, economic development and national reconciliation, and biodiversity. Often in tandem with these lectures, we also have events and trips such as the following: Perehara, Batticaloa, Jaffna, the ancient cities of Anuradhapura, Polonnaruwa, Sigirya and Lankatilaka.

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In addition to giving valuable research experience to students, the independent study is also a chance to live in situations that would not likely be available to casual visitors to Sri Lanka (e.g., villages, temples, pilgrimage sites, plantations, district towns, development projects, NGOs of various sorts and university campuses). An independent study project should be intellectually fruitful, feasible given the time frame and existentially stimulating. In addition to assessing the quality of students' research as such, final evaluation will be based in part upon the depth and richness of the experiences that the students display over the course of the semester.

EVALUATION METHODS

The final course grade will be calculated as follows:

(1) Final independent study paper (4000-5000 words/15-20 pages)	60%
(2) Oral presentation at the final seminar	10 %
(3) Research proposal and bibliography	10 %
(4) Journal of reflections regarding Sri Lanka	10%
(5) Your contribution to the discussion of others' projects during the final seminar	10 %
Total	100 %

Students are encouraged to complete the reading for the first week before coming to Sri Lanka.

Quite beyond the specific grade you receive in the context of IFSA-Butler/ISLE, good Independent Studies can prove advantageous to students in various ways: as a foundation for Senior Thesis Projects at your home institutions; as a unique source of data with which to do applied research and writing in other courses you take after your return; as a basis for applying for research grants and/or graduate or internship programs at home; or as a way to meet various institutional requirements at the home colleges. Many successful ISLE Independent Studies have been parlayed into IIE Fulbright grants, and IFSA-Butler/ISLE maintains strong relationships with the Fulbright office in Colombo. Therefore, you are strongly encouraged to put yourself into your project 100%, making the most of what may be a once-in-your-lifetime opportunity. Please note that personal travel/leisure trips should be kept to a minimum. The Independent Study period is not a time for vacation.

Please feel free to email me or to speak with me if you have questions about the material, or if you have personal concerns that will affect your seminar performance. I am happy to arrange appointments with students to discuss issues at greater length.

ATTENDANCE

Students studying on an IFSA-Butler program are required to attend all regularly scheduled classes, studios, recitations, workshops and laboratory sessions. Failure to attend classes may result in a loss of credit and a fail on your transcript. The specific application of the attendance guidelines is at the instructor's discretion. Lateness or absence can affect the student's grade.

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COURSE OUTLINE

Session	Topics	Readings, viewings
1	Introduction: Prof. K. Tudor Silva Reading	Read "Introduction" p. 1-8. The Sri Lanka Reader: History, Culture and Politics. J.C. Holt ed. Durham and London: Duke University Press, 2011
2	Dalada Maligawa (@ Temple of the Tooth) Lecturer: Prof. H.M.D.R. Herath	Asala Perehera in Kandy. By H.L. Seneviratne. http://www.dlib.pdn.ac.lk/archive/bitstream/1/3685/1/H.L.Senevirathne.pdf
3	Transformation of the Sri Lankan Polity Place: ICES Lecturer: Prof. Kamala Liyanage	Sri Lanka: Come Wind, Come Weather, A Political History of Sri Lanka since Independence in Narrative Form, 2015. Read Transformation of the Polity, pp. 205-221.
4	Read and Comment in your journals to be discussed In the seminar on Sep 9 Discussant: Prof. K.Tudor Silva	Robert Perinbanayagam, "Religion and Ritual in Ceylon" Anthropological Quarterly, Vol. 1, No. 4 (Oct., 1965), pp. 218-227 Bryan Pfaffenberger, "The Political Construction of Defensive Nationalism: The 1968 Temple-Entry Crisis in Northern Sri Lanka," Journal of Asian Studies 49 (Feb., 1990), pp. 78-96 Dennis B. McGilvray, "Mukkuvar Vannimai: Tamil Caste and Matrilineal Ideology in Batticaloa, Sri Lanka" In Dennis B. McGilvray, ed. Caste Ideology and Interaction, Cambridge: Cambridge University Press, 1982: pp. 34-97.
5	Preparatory Workshop on Northern Tour Panel: Prof. K. Tudor Silva, Prof. Sumathy Sivamohan	Healing the Wounds of War: Rebuilding Sri Lanka after War. D. Herath and K.T. Silva eds. Colombo: ICES, 2012. Read "Demographic Impact of the War, Change in Sex Ratio and their Possible Effects on Vulnerability and Psychosocial Stress in Civilian Populations in Northeast Sri Lanka" by Kalinga Tudor Silva, pp. 33-57. The New Yarl Devi to Jaffna: What do People in Jaffna Think. By Y. Wijeratne. Groundview, 11-11-2014 http://groundviews.org/2014/11/11/the-new-yarl-devi-to-jaffna-what-do-people-in-jaffna-think/
6	War Trauma in Jaffna Society Lecturer: Prof. Daya Somasundaram	Collective Trauma in the Vanni- A Qualitative Inquiry into the Mental Health of the Internally Displaced due to the Civil War in Sri Lanka by Somasundaram, Daya., International Journal of Mental Health Systems 2010, 4 (22): 1-31.

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7	<p>Topic: Hindu Temple Rituals Lecturer: Prof. N.</p>	<p>Susindrarajah, (1979) "Religiousness in the Saiva Village" (?) In Religiousness in Sri Lanka, ed. John Ross Carter (Marga Institute), pp.176-190.</p> <p>Bryan Pfaffenberger, "Social Communication in Dravidian Ritual" Journal of Anthropological Research, Vol. 36, No. 2 (Summer, 1980), pp. 196-219.</p>
8	<p>Military Perspective Military Command, Security Forces Headquarters, Jaffna</p>	<p>Reconstruction and Resettlement in Wannu. By Major General Kamal Gunarathne, Paper presented to the Sri Lanka Defense Conference, 2014. http://www.defseminar.lk/media-centre/downloadcenter.php</p>
9	<p>Contemporary Art and Aesthetics and Poet's Meet (@ ISLE Center) Lecturer: Invited Guest Artists</p>	<p>The Sri Lanka Reader: History, Culture and Politics. J.C. Holt ed. Durham and London: Duke University Press, 2011. Read "Nallur" by Jean Arasanayagam, pp. 557-558.</p>
10	<p>Introduction to ancient Buddhist ruins in Anuradhapura and Polonnaruwa Lecturer: Dr. D.K. Jayaratna and Mr. Aruna Rajapakse</p>	<p>The Sri Lanka Reader: History, Culture and Politics. J.C. Holt ed. Durham and London: Duke University Press, 2011. Read "Anuradhapura: A Photographic Essay" by John Holt, pp. 64-68. Senaka Bandaranayake.</p> <p>Continuities and Transformations: Studies in Sri Lankan Archeology and History. Colombo: Social Scientists Association, 2012. Read chapter 6: Monastic Plans and Formations, pp. 175-194.</p>
11	<p>Research Methodology1 Lecturer: Prof. K. Tudor Silva</p>	<p>Obeyesekere, Gananath. 1969. The Ritual Drama of the Sanni Demons: Collective Representations of Disease in Ceylon. Comparative Studies in Society and History 11 (2): 174-216.</p>
12	<p>Research Methodology 2</p>	<p>Silva, Kalinga Tudor and Pushpakumara, W.D.N.R. 1996. Love, Hate and the Upsurge in Youth Suicide in Sri Lanka: Suicide Trends in a Mahaweli new Settlement. Sri Lanka Journal of Social Sciences 19 (1&2): 73-92.</p>
13	<p>Seminar on Cultural Heritage and Post-war Developments in Batticaloa Panel: Prof. K. Tudor Silva and Invited Speaker from the East</p>	<p>"Chapter Two: East as a Complex Religious Field" pp. 27-35.</p> <p>Checkpoint, Temple, Church and Mosque: A Collaborative Ethnography of War and Peace. J. Spencer, J. Goodhand, S.H. Hasbullah, B. Klen, B. Korf and K.T. Silva, London: Palgrave Macmillan, 2014.</p>

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14	Writing Workshop and Wrap Up Session Panel: Prof. K. Tudor Silva and Dr. Dhammika Herath	
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INDEPENDENT STUDY SCHEDULE

Dates	Items Due
TBD	IS topics due
TBD	Individual consultation meetings
TBD	IS Questionnaire/interview plan is due
TBD	Weekend IS site visits by students
TBD	IS proposals due/ Journals Due
TBD	IS presentations
TBD	Field work/library research/ IS write-up
TBD	Independent Study final paper due
TBD	Copies of IS papers made available to students
TBD	Final Presentations

What follows are guidelines for Independent Study, laying out both formal expectations and providing some general suggestions about how to proceed.

INDIVIDUAL CONSULTATION MEETINGS

Between (dated TBD) each student will meet with the Director, Tilak and relevant IFSA-Butler/ISLE faculty members to discuss the feasibility of the independent study topic. Office hours will be posted weekly. Students are also encouraged to consult with other program faculty and with home stay families about potential resources. From these discussions, from research in the library, and from a visit to a site (or sites), a game plan for independent study will emerge.

QUESTIONNAIRES/ OTHER DATA COLLECTION TOOLS

Any questions/questionnaires or research plan you develop are due in draft form on (date TBD). They should include your questions in English, in Sinhala, and in Tamil as necessary. Final research questionnaires are to be submitted as part of your proposals (see below). Develop your questionnaires with the help of Konara and Tilak during your individual sessions. Students who do not intend to do interviews still need to generate a list of key questions. Depending on the nature of your project, you may need to have more than one questionnaire (i.e., different questions for different groups of people, such as monks, lay people, men, women).

INITIAL IS SITE VISITS BY STUDENTS

During the weekends of (dated TBD) or earlier if appropriate, students will visit site(s) where they plan to undertake their research and writing. During these visits, possible logistics should be explored. Results of the visit(s) should be included in the research proposal.

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RESEARCH PROPOSAL

Research proposals are the 'game plan' for your independent study and are due (dates TBD). You will inevitably refine your project during the IS period. At the proposal stage of the research process, you can formulate your questions and approaches "in the rough." Laying your thoughts out in writing will help you refine your questions and strategies. Journal reflections and reactions to the Sri Lankan Studies Seminar lectures will be submitted with your research proposal.

In your research proposal, you should:

1. On 1 page: state your chosen research question or, if applicable, research questions. You should present a brief discussion of the 'state of the debate' on your topic as you understand it from the literature you have gathered in your bibliography. Describe your research site, and explain your research design and methodology. How does your research site articulate with your research questions, and the broader themes we considered in the Sri Lanka Studies seminar? Indicate what sorts of information you might gather, and describe your plans for its analysis. In other words, where will you be, and when? What will you be doing each day? Who will you meet, and how will you meet them? What books and other resources will you require? What limitations are there on your ability to do all of that? How will you deal with those limitations?
2. On 1-2 pages: a bibliography, on subsequent pages:
 - a complete schedule and all complete contact information, a budget,
 - any questionnaire(s) you have prepared,
 - and, if necessary, human subjects research documents (details are given below). In actuality, given nature of the topics, most students may need to submit these documents.

ORAL PRESENTATIONS

Each student will give a 15-minute oral presentation on his or her planned research on November 18th. Students are expected to describe, in brief:

- their research site(s)
- the questions their project will attempt to answer their specific topic of investigation
- the methods they will use
- the information they will gather
- the proposed means for analysis of their findings.
- any issues/problems/barriers they think they may encounter or confront Classmates are encouraged to provide helpful feedback.

FIELD WORK/LIBRARY RESEARCH/ PAPER WRITE-UP

(Dates TBD) Students will have a time slot to undertake the researching and writing of the IS paper. Most students spend about three of the four weeks 'in the field,' with the remaining time dedicated to writing. Bring relevant reading with you to the field.

Normally, the maximum budget for each student for the period of Independent Study will be Rs. 35,000 but additional funds may be made available on a justified basis. It is up to you to formulate a budget proposal as part of your IS planning. You will receive some money for the initial site visit as well and other money prior to the start of the independent study. Reimbursements on receipt basis only (advances will be given upfront after assessment by the Program Director). Students are encouraged to find a study location away from their host family, but in some cases we recognize that some students may stay with their families during the IS period. All unspent money has to be returned to the program. Students who do not submit receipts will not be reimbursed. The only

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exceptions to this are Tri-shaw rides (for which you will need to write the receipt) and some train rides (for which you can submit the ticket stub). Donations to foundations, schools, etc., should be made only in consultation with the Director.

INDEPENDENT STUDY PAPER

Your final paper should be 4000-5000 words or about 15-20 double-spaced typed pages in length. Present the information you gathered through your research methods, and discuss it in light of the literature you have read on the subject and the themes of the Sri Lanka Studies Seminar. Analyze your information in light of the questions that you set out to answer. The goal here is to balance the analysis of the literature on your topic and your field experiences.

You are welcome to present as part of your final papers (and/or oral presentations) any supporting materials relevant to your project, such as photographs, art work, performance, printed documents, etc. These will be taken into consideration in the final evaluation. However, these will not be sufficient in and of themselves (i.e., they can supplement but not replace the formal written paper).

Submit an electronic copy to kalingatudorsilva@gmail.com. Copies of all papers will be ready for distribution to all students on the morning of (date TBD). Students will be assigned to read specific papers and act as a formal respondent.

IS REPORT PRESENTATIONS IN SEMINAR FORMAT

On (date TBD), we will discuss each IS project. This session will consist of:

- A 15-20 minute presentation by the student that does not simply repeat the paper, but either contextualizes the project or abstracts from it; and
- Comments and questions from the readers (beginning with the two student discussants and followed by the professors and other students).

INDEPENDENT STUDY: SOME BASIC SUGGESTIONS

S = Student P = Professor

S and P: Start as early as possible in the second session, meeting to discuss possible IS projects.

S: Read the syllabus very carefully and follow all guidelines; make a check list for yourself. See the check list below, too.

S: Students working at multiple sites will need to do the extra planning and work involved. Every additional site duplicates tasks and students may fail to deeply engage a site and be disrupted by relocation. In some cases, however, it may be important to have multiple sites for comparative reasons or because success at any given site is uncertain. So, work accordingly, based on your topic and site(s).

S: Attention should be paid to cultivating IS contacts [and local faculty] through personal meetings, gifts, and expressions of gratitude.

S and P: If a student IS project requires consulting one of the faculty members at the University, involve that faculty in reading, grading and attending the presentation.

P: Keep a staff to-do-list for each student's project and be sure tasks are clearly assigned. The to-do list should identify follow up actions and actors. Make sure that each key player has updated student checklists and to-do lists.

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CHECK LISTS

Locate Accommodation

- Negotiate meal and accommodation costs.

Inform host of dates.

- Meal and lodging receipts must reflect reasonable cost.

Development of Contacts and Venues

- Consult the program's faculty, other Peradeniya faculty, and host families, for assistance. Students should take the lead in exploring all these potential resources.
- Develop secondary contacts based on first consultation, on exploration of faculty contacts, on individual research.
- Keep an accurate list of all contacts and their information; this will be part of your proposal

TRANSLATION

Need Tamil/Sinhala/both?

- Locate translators and fee negotiation
- Consult ISLE staff about reasonable current rates for students Gender of translator may be important in certain contexts Arrange translation of questionnaires before departure
- Translators for interviews, etc., should be identified and contracted by the last week of October, at the latest.
- Arrange translation of interviews and written surveys during fieldwork: avoid waiting until after you return.

SITE VISITS

- Some site visits may need to be scheduled on weekdays and not weekends, since some sites relevant to a given project may be closed on weekends. If a weekday other than Friday is needed, please speak with the Director first, and then, pending the outcome of that discussion, the Professor in the class(es) in which you will be absent, explaining why you be absent. However, do not take this as an opportunity to try to skip multiple class sessions on multiple days.
- Organize travel support according to need and safety issues. Make use of field trips and study tours sites as necessary.
- Site visit goals include obtaining budget information, resource identification, cementing relationships, checking quality of accommodation.
- Where possible draw on host family members and other contacts.
- It is usually essential to have a fluent Sinhala speaker, especially for a first time site visit.
- The most successful projects tend to be ones where specific personal contacts facilitated students efforts. Faculty and staff participation at site visits makes all the difference in creating such relationships, so go to it in terms of cultivating these contacts.
- Students will be reimbursed for independent site visits. To be reimbursed, students must submit receipts.

PERMISSIONS

- Get general letters of introduction from ISLE Faculty Resident Director, endorsed by the Dean of Arts/all students
- Get permission letters, to/from NGO heads, CEOs, Commissioners, Principals etc.

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TRANSPORTATION

- Identify costs
- To and from site for site visits; initial site visit travel costs will be covered by ISLE; students, as per expected practice, need to submit receipts.
- To and from site for program
- To and from accommodation and work
- Assess safety especially the issue of sexual harassment

RESOURCES

- Previous Student IS reports Host Families
- Peradeniya faculty and students Learning Partners
- Tilak, who has a long career of research assistance and has many contacts and ideas

ORGANIZATIONAL TASKS

- Adhere to the due dates noted above
- Schedule a check-in every Tuesday and Friday; send a text to the Program Assistant, or call her, or the Director.

ETHICAL ISSUES

If working with human subjects, the IFSA-Butler/ISLE Program requires that all students adhere to the ethical guidelines set forth below. It is the responsibility of the students to familiarize themselves with and adhere to these guidelines and conduct research in accordance with them. Students whose research utilizes only existing data sets, documentary, and archival materials need not undergo internal review.

Basic guidelines include, but are not limited to, the following:

1. It is unethical for students to misrepresent themselves and their research to informants. Students must identify themselves to their informants as students engaged in an Independent Study project that is part of the curriculum of the ISLE Program.
2. The student's paramount responsibility is to those they study. When there is a conflict of interest, these individuals must come first. Researchers must do everything in their power to protect the physical, social, and psychological welfare and to honor the dignity and privacy of those studied. This includes an informant's right to remain anonymous. When presenting their data, whether in verbal, written or visual form, students must respect their informants' desire for privacy and anonymity. If an informant is to be identified, either in a paper or through visual representations, the student must first obtain the informant's explicit consent.
3. Students may not study illegal cultural scenes. This is due to the potential of harm to themselves and risk to their informants (for example, if the ethnographer's notes were to be subpoenaed in legal actions against the informant).
4. The ISLE Program takes the position that our undergraduate students are "researchers-in-training." We recognize that some research topics, particularly those involving what Federal law terms "vulnerable populations," is important work and may be suitable study populations for more experienced researchers, but still inappropriate for novice researchers. Therefore, pending the intended nature of the study, students may be discouraged strongly from conducting research with "vulnerable populations," as set out in the following excerpt from the AAA.

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5. (American Anthropological Association) Statement on Ethnography and Institutional Review Boards (p. 5):
 - Although most ethnographic research involves minimal risk, IRBs (Institutional Research Boards) cannot presume that all ethnographic research involves no more than minimal risk. Ethnographic research can involve significant risks. Although ethnographers often observe and record public behavior that involves minimal risk to participants, if, for example, the public event is videotaped and used by the researcher or others for purposes that may harm the participant(s) and the identity of the participant(s) can be ascertained, the research involves higher risk. This is particularly true in research that involves working with vulnerable populations, such as those with a potentially stigmatizing illness (e.g., HIV/AIDS), individuals engaged in illegal activities (e.g., sex work, drug use), or those whose civil rights have been compromised.

6. The IFSA-Butler/ISLE Program is aware that the definition of “vulnerable population” may be more specifically defined within the context of Sri Lanka; what constitutes a vulnerable population in the Sri Lankan context will be made by IFSA-Butler/ISLE’s Institutional Review Board.

HUMAN SUBJECTS RESEARCH DOCUMENTS

In consultation with the Director, prepare the following documents as appendices to your research proposal. Do not be intimidated by the details required; they are actually quite basic and the purpose of documents is to make students self-aware about the possible impact(s) they can have on others when researching, and put mechanisms in place for protecting informants/research participants.

Document I. Research with Human Participants Statement

Provide the following:

1. The name of the social or cultural situation(s) you have chosen (if appropriate, choose a pseudonym).
2. A two-line description of (each of) the person or people you will work with (interview, etc.) (use pseudonyms to describe them) and their role in the social or cultural situation you will study.
3. “Research with Human Participants Statement”
 - a) What risks, if any, will the research pose to the informant?
 - b) What risks, if any, will the research pose to you, the researcher?
 - (Recall, if you will, the requirement that you not study illegal cultural scenes! Consider issues of privacy, embarrassment, and harm to relationships.)
 - c) If there are risks, how will they be minimized?
 - (Consider the course requirement that you not reveal things in public that might harm your informant and your decision regarding the use of a pseudonym.)
 - d) How will the anonymity of your informant be protected?
 - (For instance, where will the interview data be stored? What safeguards will you put in place to insure that only you have access to interview material? Will you use a pseudonym throughout your transcribed interviews or only in materials that you show to the class?)

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- e) How will you secure consent, i.e., how will you explain the project to your informant?
- (Purpose of interviews, use of recorder, number and length of interviews, use of pseudonym, welcome to refuse to answer any questions that make him/her uncomfortable, right to withdraw from the project, etc.)

The above represents the minimum required to evaluate whether a proposal meets the IFSA-Butler/ISLE program's Human Subjects Research Requirements. The program may add other queries to determine the general feasibility of the projects proposed, for example with respect to methodology.

Document II. Consent Form

(Students will need to have the form below translated into Sinhala and/or Tamil. The logistics for doing so are to be coordinated with IFSA-Butler/ISLE staff).

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

Institute for Study Abroad, Butler University
6201 Corporate Dr., Suite 200 | Indianapolis, IN 46278
800-858-0229 | www.ifsa-butler.org

Independent Research Study Participation Consent Form



Title of Study: [Insert]

You are invited to be in a research study of [insert general statement about study]. You were selected as a possible participant because [explain how subject was identified]. We ask that you read the form (or have the form read to you), and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: [Name and affiliation] Background Information: [short explanation of self]

The purpose of this study is:

[Explain research question and purpose in lay language.]

Procedures:

If you agree to participate in this part of the study, [insert text briefly describing the research procedure (methods): e.g., whether open-ended or survey questions, whether a recorder of some sort will be used, etc.]

Others Involved in the Study:

[Who else is being asked to participate in this study.]

Risks and Benefits of Being in the Study:

The risk from participating in this study is that you may feel that some questions are private and personal, or of a nature that you do not want to discuss. You are free to not answer any question. You do not have to talk about things unless you want to. You may stop the interview at any time. There may be no direct benefit for you for taking part in this study.

Confidentiality:

The records of this study will be kept private. In any sort of published report, we will not include any information that will make it possible to identify anyone. Research records will be stored securely and only researchers will have access to the records. The tape recording of the interview will be transcribed and your name will be changed so that no one can identify you. The transcripts of the interview will be used to help researchers better understand your experiences. The tapes will be erased after we have a paper copy of the transcript of the interview. The paper copy will not have your name on it. It will be kept for future research on this topic.

Voluntary Nature of the Study:

Your decision whether or not to participate will not affect [describe any connections to informant and possible access to services.] You are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher directing this study is: [Insert your name and full contact information.] You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. If I had questions, I asked them and received answers to them.

I consent to participate in the study.

Signature:

Date:

Signature of parent or guardian: (If minors are involved)

Date:

Signature of Investigator:

Date:

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