SIT Study Abroad
a program of World Learning

2013 Course Catalog
Field-based programs in more than 40 countries worldwide
Czech Republic

Arts and Social Change

Create, analyze, and contextualize art in Prague.

Coursework

Czech History, Arts, and Civil Society I
EURO/ARTS 3000 / 3 credits / 45 class hours
The course examines Czech history, society, and national identity through visual and performing arts, film, and literature. The course is built around the rich intersection of arts, politics, and social change in Czech history and includes required readings and lectures, film screenings, performances, and site visits.
Course topics typically include:
Czech History, Politics, and Society
The First Republic; the legacy of the Munich agreement; the 1968 Prague Spring and 1970s Normalization period; Vaclav Havel and Charter 77; the secret police; the 1989 Velvet Revolution; social legacies of communism.
Czech Arts, Society, and Dissent
Readings in Czech literature; the Sovietization of Czech culture and society; cultural resurgence of the 1960s; dialectic of art and politics under communism; how theater staged the Revolution; the creative legacy of underground culture and dissent.
Educational Excursions
Excursions explore art and contemporary society in the Czech Republic and its neighboring Slavic countries. Students undertake a four-day regional stay with nongovernmental organizations (NGOs) in Moravia or Bohemia and visit the UNESCO-protected town of Cesky Krumlov. A longer excursion to Krakow, Poland, and the mountain region of Central Slovakia allows a comparative view of post-socialist Europe. The program also includes a stop at arts venues in Berlin or Dresden.

Students enroll in either Czech History, Arts, and Civil Society II or Arts Studio. All other courses are mandatory.

Czech History, Arts, and Civil Society II: Creativity in Context
EURO/ARTS 3005 / 3 credits / 45 class hours
This course is an analysis of the development of democracy and civil society following the end of communism. Emphasis is on the nexus of contemporary society, arts, and civic initiatives through personal interviews with artists and civic leaders about the social legacy of communism. It includes readings and roundtable discussions as well as site visits to NGOs and arts centers. The course runs parallel to Czech History, Arts, and Civil Society I.
Course topics typically include:
Democracy and Civil Society
Civil society and the arts: definitions, principles, and frameworks; the origins and character of totalitarianism; creation and structure of NGOs in post-communist society; individual and collective civic creativity.
Arts, Creativity, and Social Change
Creative civic initiatives for human and civil rights; Czech humanitarian initiatives abroad; multiculturalism in historical context; theater and social change.

OR

Arts Studio
ARTS 2000/3000 / 3 credits / 45 class hours
A course geared toward students in the visual and performing arts or literature, requiring independent studio work in the visual arts, photography, dance, or creative writing. Students work with professional artists, writers, and dance instructors. The course runs parallel to Czech History, Arts, and Civil Society I.

Intensive Language Study: Czech
CZEC 1000 / 3 credits / 45 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction; introduction to basic concepts and principles of Czech grammar.

Arts Field Study Seminar
ANTH 3500 / 3 credits / 45 class hours
A required course in qualitative research methods focused on learning across cultures. Topics include cross-cultural adaptation and skills building, project selection and refinement, field study ethics and the World Learning/SIT Human Subjects Review Policy, and observation and interviewing skills. The course introduces arts-based research methods (narrative, poetic, dance, and visual forms of inquiry, for example).

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Prague or in another approved location in the Czech Republic, Poland, or Slovakia. The Independent Study Project may comprise a standard field-based research project, visual or performing arts work, or work with an NGO. Sample topic areas:
alternative theaters in the Czech regions; Czech underground music; the former Sudetenland today; Slovak weaving traditions.

Program Duration
Fall/Spring 15 weeks
Credits
16
Program Base
Prague
Language Study
Czech
Homestay
Prague, 8–12 weeks
Rural Visit/Homestay
Bohemia or Moravia, 4 days
Other Accommodations
Hostels or small hotels, private homes, and arts and NGO centers
Independent Study Project
4 weeks
Prerequisites
For visual arts, photography, and dance studio work, background in the area of study is required. Students enrolling in creative writing must be majors or minors in writing. For all students, previous survey courses in European history or arts history are recommended, but not required.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/CZR.
Ghana

Social Transformation and Cultural Expression

Explore Ghana’s rich cultural heritage and contemporary society through engagement with Ghanaian scholars, writers, and artists.

Coursework

Lecturers are drawn from such institutions as the Institute of African Studies at the University of Ghana, Legon; the University of Winneba; the Kwant Nkrumah University of Science and Technology, Kumasi; the University of Cape Coast; and the University of Development Studies, Tamale.

Social Transformation and Cultural Expression
AFRS 3000 / 3 credits / 45 class hours
An interdisciplinary course taught in English that explores a broad spectrum of artistic forms in Ghana from diverse cultural and geographical spaces. The course provides a critical examination of the impact of local, regional, and global influences on, and emanating from within, Ghanaian artistic practices, and the articulation of these cultural expressions with social change.

Course topics typically include:
- Queen mothers and gender roles in traditional government; the transatlantic slave trade and its impact on contemporary Ghana; Ghanaian geography, history, and postcolonial politics; Ghana’s religious spectrum and synergies—“traditional” religions, Islam, and Christianity; mutual aid societies; education in contemporary Ghana; traditional and contemporary mid-wifery; nongovernmental organizations; rural and urban dynamics; gender issues; regional diversity in the national context.

Visual and Performing Arts in Ghana
ARTS 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English that provides students with access to Ghana’s rich diversity of artistic traditions through performances, workshops, lectures, and demonstrations by scholars, artists, musicians, and individuals recognized as expert practitioners in their respective fields. The course engages students in multiple artistic expressions from across Ghana with an emphasis on participation and active involvement.

Course topics typically include:
- Contemporary and traditional Ghanaian music (incorporating drumming and other instrument workshops and demonstrations); the study of postcolonial literature and oral literary traditions; kente cloth weaving and West African fashion; the history of beadmaking (incorporating glass beadmaking workshops); dance and nation building (including demonstrations and participatory dance workshops); current Ghanaian and West African film and television production.

Educational Excursions
The program includes visits to Kumasi (Ashanti Region), Cape Coast (Central Region), Tamale (Northern Region), Klikor (Volta Region), and Krobo-Odumase (Eastern Region) as well as other parts of Ghana. The excursions are designed to expose students to Ghana’s formidable cultural and artistic diversity to promote nuanced perspectives on the variety of local artistic expressions. Students spend one and one-half weeks in rural Ashanti Region furthering their Twi language acquisition while engaged in research projects designed to fine-tune data collection skills and methodologies.

Intensive Language Study: Twi
TWII 1000 / 3 credits / 45 class hours
The study of Twi—specifically, Asante Twi—emphasizes beginning speaking and comprehension skills through classroom and field instruction. Formal instruction in Asante Twi is augmented by language practice with host families during homestays and village participation. Students gain skills for independent language acquisition outside the classroom setting.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience, covering methodological approaches needed to conduct independent study in the visual or performing arts in Ghana. Material includes cross-cultural adaptation and skills building; research design, project selection, and refinement; appropriate methodologies, including arts-based research practices; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; honing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
The Independent Study Project is conducted in Accra, Kumasi, or another approved location in Ghana appropriate to the project.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Accra
Language Study Twi
Homestays Accra, 2 weeks; Kumasi, 2 weeks
Rural Visit/Homestay Ashanti Region, 12 days
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project 4 weeks
Prerequisites None

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/GHR.
PROGRAM DURATION: 6 weeks (mid-June to late July)

PROGRAM BASE: Leh

HOMESTAY: Ladakh Valley, 4–5 days. (Please visit the website for details on other accommodations during the program.)

PREREQUISITES: None required, but a background in history, Asian studies, religious studies, architecture, or art history is strongly recommended.

COURSEWORK

ASIA 3000: Himalayan Buddhist Art and Architecture Seminar
8 credits / 120 hours

GRADUATE CREDIT AVAILABLE

Note: Students can expect to experience many of India’s most remote and beautiful mountainous areas long considered sacred by both Hindus and Buddhists. Students should be prepared to spend extensive time at high altitudes and on rough roads en route to important historical and artistic sites.

India

Himalayan Buddhist Art and Architecture

Explore the history, arts, architecture, and religions of the Himalayas.

This distinct study abroad program examines art history and Buddhism while traveling through the Indian Himalayas and onto the Tibetan plateau in India. The program allows students to experience Buddhist art and architecture, not just in the classroom or through text, but as a living tradition in historical and contemporary contexts. Learning takes place in classrooms, monasteries, temples, meadows, and on mountainsides. Readings and discussions provide students with key analytical frameworks to better understand sites visited.

The program crosses the Himalayas via ground transport; en route, students experience dramatic mountain scenery and visit small traditional villages. During the period in the Ladakh Valley, students learn at the Central Institute of Buddhist Studies in Choglamsar, one of the preeminent centers for Tibetan Buddhist studies in India. The program begins and concludes at the SIT center in New Delhi.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/INA.
India

National Identity and the Arts

Explore the living legacy of an ancient civilization through its arts.

Coursework

Lectures for this program are given by scholars from institutions such as the School of Arts and Aesthetics at Jawaharlal Nehru University, Jamia Millia Islamia, and Delhi University.

National Identity and the Arts

Seminar

ASIA 3000 / 6 credits / 90 class hours

An interdisciplinary seminar conducted in English with required readings and relevant educational excursions. In this seminar, students examine the visual and performing arts of India in the context of religion, politics, and identity. Students investigate interrelated subjects including music, drama, film, dance, sculpture, painting, printmaking, architecture, poetry, history, and religion. Seminar activities include formal and informal lectures, discussions, site visits, workshops, and a practicum. Rather than focusing on studio arts, the seminar offers students the opportunity to consider India’s vast historical tradition through the lens of its arts and religions. Students learn from different experts, including scholars, artists, performers, and others.

Seminar topics typically include:

**Indian Culture and Society**

Students consider the long trajectory of India’s 5,000 years of history and study social and political issues such as social customs, caste hierarchies, communal differences, and diverse religious traditions and practices.

**Indian Arts**

Students consider pertinent issues in Indian art history, including the historical development of Indian national identity in the arts; classical painting traditions; temple arts and architecture; instrumental and vocal music; classical dance and decorative arts; Indian cinema and theater; restoration and cultural heritage.

**Practicum**

Each student studies an art, craft, or skill particular to India, including, but not limited to, classical music, dance, yoga, painting, cooking, or pottery. Each student participates in about 16 hours of training in their chosen topic and gives a presentation that provides a description/demonstration of the art, craft, or skill.

**Educational Excursions**

Within the vibrant cultural environment of Delhi, the program includes visits to historical sites and museums as well as music, dance, and drama performances. Students also take excursions to Varanasi, Bodhgaya, Kolkata, and Orissa. In addition, a short workshop excursion allows students to choose among several possible study location options: cultural assessment in Goa, architecture in south India, miniature painting in Jaipur, or folk music in Jaisalmer.

**Intensive Language Study: Hindi**

HIND 1000–3000 / 3 credits / 45 class hours

Emphasis is on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

**Field Methods and Ethics**

ANTH 3500 / 3 credits / 45 class hours

This course focuses on cross-cultural learning and developing field studies skills. It provides a framework for the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Program Duration

Fall/Spring 15 weeks

Credits

16

Program Base

New Delhi

Language Study

Hindi

Homestay

Delhi, 8 weeks

Other Accommodations

Ashrams, guest houses, hostels, or small hotels

Independent Study Project

4 weeks

Prerequisites

None, although previous coursework in Asian history, Asian art history, or Asian religions is recommended.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location appropriate to the project and the program. Independent Study Projects should be relevant to the theme of the program. Sample topic areas: the challenges of historical preservation in a developing society; the expression of power in Mughal architecture; Hanuman and traditional wrestling; modern Indian cinema; a survey of Orissan temples; the colonial architectural legacy of New Delhi; preservation of the Kashmir shawl; Sufi music and poetry; a painting survey of the Buddhist pilgrimage route; polo and Rajput horse culture; culinary culture in New Delhi; seventeenth-century water systems of the Agra Red Fort.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at [www.sit.edu/INR](http://www.sit.edu/INR).
Indonesia

Arts, Religion, and Social Change

Explore the evolving relationships among religion, fine arts, performing arts, and social organization in contemporary Indonesia.

Coursework

**Arts, Religion, and Social Change Seminar**
ASIA 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students explore the ways in which Javanese and Balinese identities, religious practices, and traditional arts are changing in response to increased engagement with global networks. Attendance at evening and weekend ritual events and performances is sometimes required.

Seminar topics typically include:

*Religious Studies*
While in Java, seminars focus on studies of Indonesia’s six officially recognized religions. Lecturers are drawn from the Jesuit Sanata Dharma University and from the premier state university, Universitas Gadjah Mada. Lectures are integrated with field visits to Islamic religious schools known as pesantren and ancient monuments of cultural and religious significance such as the Candi Borobudur Buddhist monument and Prahbanan Hindu temple. Students also visit mosques, churches, and a village where Confucianism is the dominant religious practice.

*Arts: Javanese and Balinese*
Javanese and Balinese music; functions of dance in Java and Bali; shadow puppetry; traditional and contemporary painting; new performing arts forms; artistic expression in the Javanese and Balinese languages. Students also visit museums and galleries and see some performing arts both in Java and Bali.

*Cultural Anthropology*
Main pillars of Islamic and Balinese religious philosophy; Balinese temple systems and sacred calendars; women and Islam; impacts of tourism on Javanese and Balinese culture; local healing systems; Javanese and Balinese family life.

*History and Politics*
History and traditions of Indonesia, with a special focus on Java and Bali; overview of Indonesian history; “civil Islam” and “regional autonomy” and their importance in contemporary social and political discourses.

**Geography and Economics**
Development policies of Indonesia; agricultural development in Bali; population trends and family planning; economic development.

**Field Practicum**
Students carry out fieldwork in partnership with local students in Java and Bali. During a village visit, students work together to conduct interviews focused on the roles of religion, social life, and the arts in Javanese and Balinese society. Students may also receive instruction in a Javanese or Balinese craft or art form in preparation for a required written fieldwork report.

**Educational Excursions**
The program includes two weeks in Java, the most populous island in Indonesia. Students visit historic and cultural sites; temple festivals; and religious rituals, performances, and local ceremonies in central Java and the Tabanan, Denpasar, and Ubud areas of Bali. They also have homestays in Java, usually with Muslim families, and in Bali, in a predominantly Hindu village.

**Intensive Language Study: Bahasa Indonesia**
INDO 1000-3000 / 6 credits / 90 class hours
Emphasis is on speaking and comprehension skills through classroom and field instruction. Instructors are long-term members of the program staff. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese language instruction is available for students with full competence in Indonesian.

**Field Methods and Ethics**
ANTH 3500 / 3 credits / 45 class hours
A course on the process of learning across cultures and from field experience. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; and field study ethics and the World Learning/SIT Human Subjects Review Policy.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted at an approved location in Java, Bali, or another part of the Indonesian archipelago appropriate to the project. Sample topic areas: the ritual significance of gamelan music and Balinese dance; the representation of myth in public art; traditional healing arts and modern medicine; the export of Balinese culture via tourism; the aesthetics of religious traditions in Java and Bali; the role of women in contemporary Islamic communities of Java and Bali.

Program Duration  Fall/Spring 15 weeks
Credits 16
Program Base Bedulu, central southern Bali
Language Study Bahasa Indonesia, plus Balinese
Homestays Yogyakarta, 10 days; Ubud-Bedulu area, 5 weeks
Rural Visits/Homestays 4 days in the Tabanan area, 2 days in northern Bali
Other Accommodations Hostels or small hotels
Independent Study Project 4 weeks
Prerequisites None

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at [www.sit.edu/ABR](http://www.sit.edu/ABR).
Morocco

Field Studies in Journalism and New Media

Advance your skills in journalism, media, and communications by studying under the expert guidance of Round Earth Media and other seasoned journalists in an international environment.

Coursework

**Contextual Studies in Journalism: Morocco and North Africa**

JOUR 3000 / 4 credits / 60 class hours

This interdisciplinary course combines lectures on journalism with key issues of Moroccan society, politics, and culture. Students can enhance their professional reporting skills in print, video, audio, photography, and/or multimedia under the supervision of veteran journalists, and have the possibility of placing the stories they report from Morocco in US media outlets. Course topics include journalism in context, cultural representations in Morocco, journalism and political culture, and the role of journalism and broadcast media in the development of individual and public liberties.

Course topics typically include:

- **Journalism in Context**
  History of journalism in postcolonial Morocco; popular culture and mass media in North Africa; modernization, technology, and social change; youth and media consumption; media organizations and ownership in Morocco; journalism ethics; social media and political dissent in North Africa; the unique nature of doing journalism in another cultural context.

- **Cultural Representation in Morocco**
  Cultural politics and cultural representations in Morocco; youth and religious values; women in Morocco and in the media; social revolutions in Moroccan press; youth culture and media politics; Islamist media and construction of values; Moroccan economy and migration; education and literacy in Morocco; art, film, and music in Morocco; human rights in Morocco.

- **Educational Excursions**
  Short excursions take students to important media and communications entities. Students also experience the imperial cities of Meknès and Fès; the southern cities of Errachidia, Rissani, and Merzouga; and Ouarzazate, the High Atlas Mountains, and Marrakech. The stay in Morocco's interior reveals challenges facing rural Moroccans while providing story ideas.

**Intensive Language Study: Arabic or French**

Students at the beginning or intermediate level of language study take Modern Standard Arabic. Students at the intermediate high or advanced level have the option of taking Arabic or French and are encouraged to produce their Independent Study Project in the language of study. A component on Moroccan Colloquial Arabic is also part of the course.

ARAB 1000–3000 / 3 credits / 45 class hours

The Arabic courses integrate reading, writing, listening, grammar, vocabulary, and conversation and are designed to prepare students to engage in everyday communication. Homestays and field excursions further support language acquisition.

FREN 2500–3000 / 3 credits / 45 class hours

These courses aim to enhance students’ skills in French, with emphasis on written and spoken competency. The focus is on the French lexicon used in the fields of journalism, media, and communications through communicative exercises, comprehension, presentations, and debates, along with grammar learning, translation, and composition.

**Field Ethics of Journalism in Morocco**

JOUR 3500 / 3 credits / 45 class hours

This three-part course 1) introduces students to finding and reporting stories in Morocco, 2) provides an overview of the legal milieu in which Moroccan journalists perform and of the press code unique to Morocco, and 3) covers the ethics of journalism. This course briefly reviews the basics of doing journalism but is primarily an opportunity for students to practice doing journalism in the field.

**Independent Study in Journalism**

ISPJ 3000 / 6 credits / 180 class hours

Students propose, research, and execute a full-length feature, which is considered for publication or broadcast in an actual media outlet. Students have the opportunity to work alongside journalists from Morocco and Round Earth Media. These professionals provide hands-on advice and mentoring at every stage of story development, sharing expertise gained from years in challenging global reporting situations. Story topics are assessed based on originality, richness, and appeal to a broad global audience. Students learn what it means to organize a story; select sources; question deeply; work toward balance; be alert to bias (and clichés); rework and rewrite; strive for clarity; and produce accessible, flowing prose, along with, in many cases, images and sound. Recent story topics: rentier economy and democracy; music and politics; women’s fight for inheritance rights; fighting the stigma against unwed mothers; a profile of a photographer; mini-documentary on the fishermen in Essaouira; desert marathon.
Senegal
National Identity and the Arts

Experience the enormous contribution to African arts and culture made by Senegal, a country that has inspired three centuries of poets, novelists, and artists.

Coursework

National Identity and the Arts Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French with required readings, hands-on workshops, and relevant educational excursions. Students examine the prominent role played by the performing and visual arts in shaping Senegalese society and identity. Lecturers and master artist instructors are drawn from institutions such as the Université Cheikh Anta Diop, the Senegalese Ministry of Culture, the Media Centre of Dakar, the Village des Arts Professional Artists’ Cooperative, Ecole Nationale des Arts, and the Réseau Africain du Développement Intégré.

Seminar topics typically include:

Senegalese Identity
Role of Islam in Senegalese life; Senegalese history, from the slave trade to the present; gender, law, and civil society; national cultural policy from Senghor to N’Dour; role of the griot in Senegalese society; the city of Saint Louis in Senegalese history and literature; Senegalese cinema and theater; educational systems in Senegal; the Casamance crisis in recent Senegalese politics; microcredit and development; traditional West African music, rhythm, and storytelling.

Arts and Culture
Workshops in traditional and modern Senegalese music, dance, djembe, and batik. Choice of additional workshops in ceramics, bronze sculpture, wood carving, or reverse glass painting. Musical training in traditional instruments such as the kora and tama, or talking drum.

Educational Excursions
Students experience the country’s rich cultural diversity through direct exposure to music, dance, traditional practices, and everyday life in different ethnic communities throughout Senegal. Rural stays near the Wolof town of Mouit and in villages surrounding the town of Kédougou reveal similarities and differences among Senegal’s varied ethnic groups and the coexistence and synergies of tradition and modernity. The program includes extended field visits to Saint Louis, southeastern Senegal, and Mbour on the Petite Côte, as well as visits to Gorée Island, the Grand Mosque of Touba, Keur Moussa Benedictine Monastery, and Bandia Game Park.

French in the Senegalese Context
FREN 2000–3000 / 3 credits / 45 class hours
Introduces students to the richness and diversity of Senegalese cultural and artistic production in French. Primarily focused on enhancing students’ oral proficiency through emphasis on skills of interaction with local artists and cultural workers and through immersion in everyday life. Through the study of postcolonial texts, students also learn about Senegalese oral culture and traditions, nation building, and the dynamics of contemporary society.

Intensive Language Study: Wolof
Wolo 1000 / 2 credits / 30 class hours
Emphasis on beginning oral comprehension skills through classroom and field instruction. Language practice with host families during homestays augments formal instruction.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

Please note: This program will have credit distribution and/or other curriculum changes beginning in the fall 2013 semester. Please visit www.sit.edu/SGR for details.
COMING SOON!

**Jordan: Health and Community Development**

Study health policies and practices in Jordan. Examine the health status of the country's unique population groups including refugees and desert and Bedouin tribes. Explore the links between poverty, health risks, and social development. Learn about the impact and economics of alternative medical treatment in Jordan.

Visit the SIT website for more information.

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