Australia

Rainforest, Reef, and Cultural Ecology

Examine the ecological and cultural patterns, processes, and dynamics of Australia’s two most diverse environments—the Wet Tropics Bioregion and the Great Barrier Reef.

Coursework

Rainforest, Reef, and Cultural Ecology Seminar
ENVI 3000 / 6 credits / 90 class hours
An interdisciplinary course with lectures, discussions, required readings, and relevant educational excursions. The course aims to develop students’ knowledge and appreciation of the species- and systems-level ecological patterns, processes, and human influences affecting the Wet Tropics and Great Barrier Reef bioregions. Resources utilized in the delivery of course content may include the Lizard Island Research Station, Wet Tropics Management Authority, and Aboriginal elders.

Seminar topics typically include:

Marine Ecology
The evolution and geomorphology of the Great Barrier Reef; biology and ecology of coral reef invertebrates, reef fishes, and nearshore environments; relationships among fishing, tourism, the economy, and the conservation of coral reef environments.

Rainforest Ecology
Ecology and evolution of Australian rainforests from Gondwana to the present; plant-animal adaptation and interactions; speciation processes and biogeography of the Wet Tropics; structural classification of rainforest systems; landscape ecology and conservation biology; application of ecological principles to rainforest conservation; role of ecology in conservation issues and activism.

Aboriginal Conceptions of the Natural Environment
Aboriginal worldview and perceptions of land and the environment; land rights and the role of traditional ecological knowledge in sustainable management of protected areas in north Queensland; traditional lifestyles and contemporary challenges; ethnobotany; non-indigenous perceptions of contemporary Aboriginal issues; Aboriginal cultural survival.

Conservation Biology and Environmental Philosophy
Environmental values; conservation ethics; traditional and contemporary human involvement with nature; conservation politics; history of the environmental movement; nature conservation strategies; economics and utilitarianism in conservation debates.

Educational Excursions
The program includes extensive field excursions to a wide array of ecologically significant sites in the Great Barrier Reef and Wet Tropics World Heritage areas as well as in the outback. Field excursions to marine, coastal, and upland habitats emphasize a synthetic approach to understanding the influence of biophysical factors on both natural and human-dominated systems. In addition to investigating the biodiversity of the rainforest and reef, students explore cultural considerations and perspectives of Aboriginal traditional owners during course excursions.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data. Students develop the capacity for critical understanding and evaluation of program-related environmental issues. The seminar is a springboard for the Independent Study Project and includes consideration of field study ethics and the World Learning/SIT Human Subjects Review Policy. Field study topics include designing and implementing reef and rainforest research projects, writing a research proposal, interviewing, surveying, and maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis, biotic sampling and analysis, fauna and flora identification, biodiversity monitoring, population analysis, animal behavior, climate analysis, and remote sensing.

Independent Study Project
ISPR 3000 / 6 credits / 180 class hours
Conducted in an approved location appropriate to the project. Sample topic areas: the feeding behavior of the platypus; recovery of coral deposits from temperature-induced stress; feeding ecology of coral reef fishes; integrated catchment management; reforestation corridors as habitat; conservation issues affecting koalas and Tasmanian devils; wet sclerophyll fire regimes; environmental education; effects of education on public perceptions of flying foxes; acoustic conditioning of coral reef fishes.
Australia

Sustainability and Environmental Action

Acquire methods, tools, and different perspectives on how to make our societies more sustainable.

Coursework

**Sustainability and Environmental Action Seminar**
ENVI 3000 / 8 credits / 120 class hours
An interdisciplinary course with required readings and relevant educational excursions focusing on an analysis of efforts to pursue sustainability in Australia. Lecturers include the leaders of prominent conservation organizations, professionals from a wide range of disciplines who are leaders in introducing the concepts of sustainability in their fields, and Aboriginal elders who share their cultural understanding of what it means to live sustainably.

Seminar topics typically include:

**The Natural Environment**
Climate, geology, soils, geomorphology, ecology, and ecosystems of Australia and selected regions; coastal processes; ecological processes and biodiversity; environmental limits on development; ecological history of Australia and its peoples.

**Ecopsychology and Ethics**
Ecopsychology; environmental philosophy and paradigms; ethics; history of the environmental movement; social justice and the environment; the nature of social change; sense of place.

**Aboriginal Relationships to the Land**
Indigenous ecological knowledge; Aboriginal worldview; traditional and contemporary Aboriginal environmental management; Aboriginal impact on the environment.

**Sustainability**
Climate change; analysis of population growth and resource use; strategic planning; sustainable agriculture and permaculture; sustainable building design; sustainable energy; forestry; tourism; waste management; steady state societies and economics; globalization and localization; nature conservation and park management.

**Social Change and Environmental Action**
Theories of social change and social marketing; history of social change and environmental action; campaigns by vested interests to resist social change; analysis of past environmental campaigns; designing successful environmental campaigns.

**Educational Excursions**
Much of the teaching and learning in this program occur in the field, and excursions are totally integrated with other elements. The major field excursion is to the beautiful and sparsely populated island state of Tasmania, where students spend a week studying sustainability issues related to forestry, hydroelectricity, tourism, and protected areas in addition to the history of the conservation movement. On this excursion the group spends an additional four days in both Melbourne and Sydney, the two largest cities in Australia, studying examples of urban sustainability.

The other main excursion is a four-day camping trip in northern New South Wales, where students camp with Aboriginal elders and develop a deeper knowledge of Aboriginal cultures and bush skills.

There are also a number of one-day field excursions around Byron Bay and Lismore to examine the natural environment, sustainable house design, eco-communities, organic farming, permaculture, community gardens, and renewable energy technologies. In each location visited, students are introduced to the area’s climate, geology, geomorphology, soils, and flora and fauna, as well as its human history and culture, in order to instill a sense of place and provide a basis for understanding the unique management issues of each region.

**Research Methods and Ethics**
ANTH 3500 / 3 credits / 45 class hours
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; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation, surveying, interviewing, and content analysis; gathering, organizing, and communicating data; and maintaining a work journal.

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

Language, Cultures, and Ethnic Minorities

Gain a deep understanding of cultural diversity and minority relations in Yunnan Province and on an excursion to Beijing, while earning up to 10 credits for Chinese language study.

Coursework

Chinese Culture and Ethnic Minorities Seminar

ASIA 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine China’s cultural complexity and the important social, historical, and cultural factors shaping and sustaining China’s minority communities. Lecturers are drawn from institutions such as Yunnan Nationalities University, Yunnan University, Yunnan Social Science Academy, the Yunnan Arts Institute, the Yunnan Traditional Medicine Hospital, and the Lijiang Dongba Cultural Research Institute.

Seminar topics typically include:

**History and Religions**
The history of modern China and the development of the People’s Republic; political trends in modern China; Chinese foreign policy; China’s “open door” policy; influence of religion on Chinese culture; traditional religious systems of Yunnan’s minority nationalities; Confucianism; religious heritage of Buddhism, Islam, and Christianity in Chinese society, past and present.

**Social Issues and Humanities**
Regions, provinces, and autonomous regions of China; recent economic reforms and social changes; the relationship between state and free-market economies; traditional Chinese medicine; gender issues in China; China’s reproductive policy; HIV/AIDS prevention in Yunnan; environmental issues in China.

**Minority Issues**
Origins and classification of China’s ethnic peoples; government policies regarding minority nationalities; education and assimilation; tourism development and its impact on minority areas; oral and literary traditions; customs and indigenous spiritual practices; shamanistic heritage of the Naxi; reemergence of Dongba culture; matri-lineal systems among the Moso; women’s issues among China’s minorities; influences of Bai, Naxi, and Tibetan culture in northern Yunnan; representation of China’s “peripheral peoples.”

Educational Excursions

**Intensive Language Study: Chinese**

CHIN 1000–3000 / 6 credits / 90 class hours

Emphasis on developing speaking and comprehension skills as well as reading and writing skills through classroom learning, field instruction, and homework. Based on in-country evaluation, students are placed in appropriate language levels in small groups according to individual proficiency. Language instructors are certified in teaching Chinese as a foreign language and use a variety of interactive communication-based language-teaching techniques.

**Continued Intensive Language Study**

An additional four credits are available by pursuing intensive language study in lieu of a research-based Independent Study Project. The language course has a very low teacher-to-student ratio.

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

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 participant observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Yunnan Province or in another approved location appropriate to the project. Sample topic areas: social customs of minority groups; evolution of the free-market system; philosophy and practice of taiji; investigation of family and religious practices of the Hui; Naxi Dongba shamanic practices; textiles and handicrafts of the Miao (Hmong); the structure of the extended family in the context of family planning; domestic tourism and its impact on Dali and Lijiang; the role of civil society in environmental management; preservation and renewal of Tibetan arts; healthcare challenges in China; traditional Chinese painting, music, and medicine; Buddhist philosophy and practice.

Students may choose to pursue one month of additional language study for four credits in lieu of the research-based Independent Study Project.

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

Health and Human Rights

Explore the links between public health and human rights, with a focus on women, children, tribal, and other marginalized and vulnerable populations in India.

Coursework

Lecturers include nationally prominent academics and experts in the fields of health and human rights.

Capacity Building, NGOs, and Healthcare Delivery

ASIA 3010 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. During this course, students explore Indians’ access to and reliance on public healthcare services through involvement in a nongovernmental organization (NGO) or other health-related organization. On excursions, students visit all levels of healthcare delivery institutions: a health center in a village, primary health center, community health center, district hospital, and “super specialty” hospital in the city. Through active participation in a workshop, students are able to examine systems of healthcare and investigate the realities of the delivery of public health services in India. Students participate in a public health capacity-building workshop with an organization or individual working for positive change in the field of health and human rights in India.

Politics and Economies of Public Health

ASIA 3020 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. This course explores the theoretical link between access to and reliance on Indian healthcare services and the conceptions of human rights of individuals and communities in an Indian social context. Questions raised include: What does the term “right to health” mean to Indians? Who are the key actors in determining who is granted the right to health? To what degree does the right to health in India coincide with international standards? In what ways do these human rights directly impact Indians’ access to healthcare? To delve into these questions, lectures and excursions specifically address healthcare issues experienced by women and youth in addition to other groups made vulnerable through their social or geographic positions, such as those from lower caste groups or rural populations. The course focuses on the theoretical foundations underlying the assessment of right to health in a global and local medical context while also investigating the intersecting political, economic, and social frameworks currently existing in India.

Intensive Language Study: Hindi

HIND 1000–2000 / 3 credits / 45 class hours
Emphasis 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 or intermediate classes.

Field Methods and Ethics in Social Science and Health

ANTH 3500 / 3 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include 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. The course examines public health indicators and helps students understand why some indicators are selected or important.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in north India or in another appropriate location. Sample topic areas: international, national, and regional responses to epidemics and pandemics; health equity and disability; major public health challenges of diseases such as tuberculosis, malaria, and polio; access to reproductive and children’s healthcare; health financing; impact of globalization on public health; health planning and management; privatization of medical education.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base New Delhi
Language Study Hindi
Homestay New Delhi, 9 weeks
Rural Visit/Homestay Remote villages of the Udaipur district in Rajasthan/Jamkhed in Maharashtra, 1 week (optional)
Other Accommodations NGO guest houses, hostels, educational institutions, or small hotels
Independent Study Project 4 weeks
Prerequisites None
India

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 interconnected 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 perspective 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 his or her 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 Goan, 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.

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; and seventeenth-century water systems of the Agra Red Fort.

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.
India

Sustainable Development and Social Change

Examine India’s socioeconomic development trends and tortuous transition and how rethinking development is gaining urgency for shaping sustainable social change.

Coursework

Lecturers include internationally respected local scholars, policymakers and planners, social activists, journalists, development practitioners, and high-level federal and state government officials.

Shaping Sustainable Social Change

ASIA 3010 / 3 credits / 45 class hours

An intensive interdisciplinary course conducted in English with required readings, lectures, relevant educational excursions, and workshops with various nongovernment organizations (NGOs). This course explores sustainability from a global and Indian perspective and allows students to understand indicators of sustainable development and enables them to analyze successful development interventions through the lens of sustainability. The course then introduces rethinking development and the way forward through exploration of alternative development interventions to address emerging and future crises.

Development Approaches and Distributive Justice

ASIA 3020 / 3 credits / 45 class hours

An intensive interdisciplinary course conducted in English with required readings, lectures, relevant educational excursions, and workshops with various NGOs. This course introduces India’s post-independence development scenarios, and, emphasizing equity and power with land as a central theme, the course then provides reflection on and analysis of the post-1990s Indian development paradigm and the shift to liberalization and a market economy resulting in current urban, rural, and climate change crises.

Educational Excursions and Workshops

The program includes visits to NGO headquarters, prominent academic and research institutes, and villages. Visits in Rajasthan include Bikaner. Other visits include Varanasi, situated on the banks of the River Ganges in Uttar Pradesh; Udaipur in Rajasthan; Dehradun in Uttarakhand; Pune in Maharashtra; Dharamsala in Himachal Pradesh; and the state of Gujarat. The program includes visits to NGO headquarters, prominent academic and research institutes, and villages. Visits in Rajasthan include Bikaner. Other visits include Varanasi, situated on the banks of the River Ganges in Uttar Pradesh; Udaipur in Rajasthan; Dehradun in Uttarakhand; Pune in Maharashtra; Dharamsala in Himachal Pradesh; and the state of Gujarat.

Intensive Language Study: Hindi

HIND 1000–3000 / 3 credits / 45 class hours

Emphasis 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

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include 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.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in an approved location in India.

Sample topic areas: renewable energy as a means to community development; assessing the ability of state-sponsored primary education to promote social mobility in Uttar Pradesh; a comparison of traditional and mass production of Indian textiles; community-based ecotourism in Sikkim; uses of information technology for social change; female farmers; urban sustainability efforts; lakes and wetlands conservation; Jaipur’s solid waste management system; socioeconomics of water scarcity; the effects of globalization on the elderly; the organic market as a model for agriculture development; the public distribution system and the right to food movement; peacebuilding with Pakistan; the empowerment potential of traditional conservation knowledge; expressions of identity in the Chinese population in Kolkata; leftist politics and the development of Kerala; the hijras of Varanasi; business process outsourcing; Bhopal as a lens for globalization and the role of transnational corporate ethics; Khadi as a Gandhian development movement.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Jaipur

Language Study Hindi

Homestay Jaipur, 6 weeks

Other Accommodations Hostels, educational institutions, 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/IND
Indonesia

Arts, Religion, and Social Change

Immerse yourself in the deep traditions and contemporary interpretations of Hindu and Islamic religious and cultural practice in the context of political transformation and tourism development in Bali and Java.

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 intersection of cultural and religious practices with nation building, global tourism, and the environment in Bali and Java. Attendance at evening and weekend ritual events and performances is sometimes required.

Seminar topics typically include:

Cultural Anthropology

Woven through this course are themes of tradition and cultural change; the main pillars of Islamic and Balinese religious philosophy; women and gender politics; 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 Contemporary Politics

The study of Indonesian history and traditions as well as modern and contemporary political trends places field visits and living with homestay families in context. A special focus is placed on Java and Bali, with an overview of Indonesian history, “civil Islam,” and “regional autonomy” and their importance in contemporary social and political discourses.

Religious Studies

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 Prambanan Hindu temple.

Students also visit mosques, churches, and a village where Confucianism is the dominant religious practice.

Geography and the Economy

Lectures, field visits, and excursions bring the geographies of economic change and development into rich relief. Topics include global tourism, the environment, and social inequality in contemporary Bali and Java.

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.

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 topics include: contemporary youth culture and street art; the ritual significance of gamelan music and Balinese dance; the representation of myth in public art; tourism development and environmental sustainability; 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.
Mongolia

Geopolitics and the Environment

Examine international relations, natural resource management, nomadic traditions, and economic growth from Mongolia’s unique vantage point.

Coursework

Lecturers on this program are drawn from the National University of Mongolia and central and local governmental organizations as well as international and local nongovernmental organizations (NGOs).

Geopolitics and Development Trends

ASIA 3010 / 3 credits / 45 class hours
This interdisciplinary course focuses on Mongolia’s path to political and economic development and the country’s current strategies for external relations and internal growth. Government policies for international investment and the shifting political discourses about domestic investment form the background against which Mongolia’s development strategy is analyzed. The course centers on two themes: Mongolia’s diplomatic efforts and engagement with China, Russia, the two Koreas, and Japan within the geopolitics of northeastern Asia, and Mongolia’s development policies and attempts to address issues of rapid urbanization and growth.

Pastoralism and Natural Resource Management

ASIA 3020 / 3 credits / 45 class hours
This interdisciplinary course focuses on Mongolia’s nomadic population and the impact of political, social, and economic transformations and national resource management policies on Mongolia’s social, cultural, and physical environments. Students study the traditions of Mongolia’s nomadic communities and the challenges for this population as a result of Mongolia’s political transformations and development policies. They also examine Mongolia’s attempt to create a national resource management policy that balances conservation and traditional practices with the demands of the mining industry and other modern business and economic development opportunities.

Educational Excursions

The program includes visits to important Mongolian historical, religious, and natural sites to complement the academic program and interdisciplinary courses. Excursion locations typically include Erdenet, Mongolia’s third-largest city; Erdene Zuu Monastery—built on the ruins of Kharkhorin, the ancient Mongolian capital; Amarbayasgalant Monastery; and Khamryn Hid/Khamar Monastery. Students also participate in a ger (nomadic dwelling) camp stay. Some excursions include horseback riding. Please note that excursion locations can vary between the fall and spring semester, depending upon seasonal travel conditions.

Intensive Language Study: Mongolian

MONG 1000–3000 / 3 credits / 45 class hours
Emphasis on speaking and comprehension in Mongolian, plus reading and writing skills, through classroom and field instruction. Classes are conducted by trained Mongolian language instructors. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. Language training starts immediately after students arrive in Mongolia and continues during field excursions.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours
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; working with an interpreter/translator; gathering, organizing, and communicating data; and maintaining a work journal.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location in Mongolia. Students complete an Independent Study Project, and the project topic is approved prior to the start of the program. Sample topic areas: nomadic organization in transition; the transition from nomadic herder to urban wage-seeker; cashmere trade and cultural interaction with China and Russia; Buddhist debate and monastic education; Buddhist painting, sculpture, and architecture; revival of shamanism; symbols of collectivism and pastoralism in daily life; education policy since Soviet disintegration; the shagai tradition; traditional perceptions and modern practical use of Mongolian medicinal plants; prudent natural resource management and regional politics; the Mongolians of Kazakh descent and their place in modern Islam.

Program Duration

Fall/Spring 15 weeks

Credits

16

Program Base

Ulaanbaatar

Language Study

Mongolian

Urban (Ulaanbaatar) Homestay

3–4 weeks

Rural Visits/Homestays

Nomad camps, 1–2 weeks

Other Accommodations

Apartments, guest houses, educational institutions, 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/MFR.
Nepal

Development and Social Change

Witness the challenges facing Nepal as it works to balance tradition and progress and negotiate economic, political, and social change during a very dynamic period in its history.

Coursework

Development and Social Change Seminar
ASIA 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. The seminar examines historical and contemporary Nepal, and the social, political, cultural, environmental, and economic forces—both internal and global—that have shaped and continue to define the country. Lecturers are drawn from academic institutions such as Tribhuvan University and the Fulbright Commission as well as from nongovernmental organizations (NGOs) such as Ashoka and other international and local development agencies working in Nepal.

Seminar topics typically include:

- Nepali Life and Culture:
  - Caste, ethnicity, and nationhood; democracy and the monarchy; Nepal as a nation in transition; urban-rural divides; economic mobilities; Hindu and Buddhist foundations; gender and identity; trafficking; sacred landscapes; janjati people and the state; journalism and media; Nepal between the Asian giants.

- Development Issues:
  - Cultural ecology; parks and people; conservation and conflict; the economics and history of foreign aid; globalization and markets; social entrepreneurship; community forestry; water resource management; tourism and local resources; educational challenges; wildlife diversity and management; governance and regulatory frameworks; peace and justice discourses; refugee issues; the challenge to fatalism; rethinking poverty; social capital and civil society; postcolonialism and development.

- Educational Excursions:
  - Conditions permitting, students travel in small groups to various rural sites to interact with local ethnic communities and to examine key development issues. The program visits many Kathmandu Valley UNESCO World Heritage monuments such as Bhaktapur and Patan Durbar Square and Museum. Students have interactions with international NGOs, local NGOs, and many government ministry offices. In most semesters, the program makes a field study excursion to the middle hills regions and/or to the lowland tarai in Nepal.

Village Excursion
Conditions permitting, the village excursion involves several days of trekking in national parks to remote village locations in the Himalayas. Students live with rural families and often have opportunities to visit sites of development projects, such as micro-hydropower plants, and to participate in local agricultural work and/or religious ceremonies.

Intensive Language Study: Nepali
NEPA 1500 / 6 credits / 90 class hours
This course helps students develop a working fluency in Nepali language with an emphasis on speaking and comprehension skills through classroom and field instruction, combined with practice in reading and writing the Devanagari script. Classes are taught two and one-half hours daily. Instructors are native speakers who have received training in language instruction from SIT and the Peace Corps. Instruction includes a variety of interactive, communication-based language teaching techniques that incorporate cultural information into language learning.

Field Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
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 work journal.

Other Accommodations

- Guest houses or small hotels
- Kathmandu Valley, 6 weeks

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in the Kathmandu Valley or, conditions permitting and with program approval, in other parts of Nepal. Sample topic areas: political processes in evolving democracies; conflict resolution and development; state formation and power dynamics; ecotourism and its effect on wildlife management; sacred geography; community forestry; migration and population issues; ethnic politics; rural development and aid; women's health challenges.

Program Duration
Fall/Spring 15 weeks

Credits
16

Program Base
Kathmandu

Language Study
Nepali

Homestay
Kathmandu Valley, 6 weeks

Rural Visit/Homestay
6 days

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/NPR.
Nepal

Tibetan and Himalayan Peoples

Examine Tibetan and Himalayan politics, religion, and the pressing contemporary issues facing communities in exile, particularly in the case of Tibet.

Coursework

Through thematic lectures and fieldwork, students explore issues of cultural change and preservation, sub-regional geopolitics, and religious revival. Students are challenged to consider the contemporary and historic connections between diverse Himalayan “landlinked” communities. Questions of self-identification and recognition, as well as of diaspora, exile, and migration, are important topics for analysis in this program.

From the Nepal program base, students gain access to a rich array of human and material academic resources throughout the Kathmandu Valley and beyond, learning with prominent Tibetan (and/or Nepalese) Buddhist teachers and regional, ethnic, and community political players and experts.

Religious Change in Tibet and the Himalaya

ASIA 3010 / 3 credits / 45 class hours

This course explores religious preferences among the diverse Himalayan populations. Tibetan Buddhism is examined in relation to broader Tibetan civilization, including the realms of politics and ritual. The course goes beyond the typical exclusive focus on the Tibetan Buddhist aspects of Himalayan cultures and instead investigates a multitude of beliefs and practices among diverse groups, e.g., other Buddhism(s) such as that of the Newars, the sole surviving continuous tradition of Indian Buddhism; Indian tantra; Hinduism in the Kathmandu Valley; Islam in Tibet and South Asia; and Bön and pre-Buddhist Himalayan traditions.

Educational Excursions

Program excursions enhance understanding of Tibetan civilization and Himalayan cultural traditions and the refugee and exile experience. Varying from semester to semester, excursions may include Tibetan communities (Pokhara, Solu Khumbu) and/or Himalayan peoples (Mustang, Tsum, Yalmo) in Nepal; Ladakh, Spiti, Dharamsala, or Sikkim/Darjeeling in India; and/or the Kingdom of Bhutan. Unfortunately, for the time being it is impossible for SIT or any US student group to visit the Tibet Autonomous Region in the People’s Republic of China. Please note that high-altitude treks are usually included in excursions to relatively isolated rural mountain communities.

The Politics of Tibetan and Himalayan Borders

ASIA 3020 / 3 credits / 45 class hours

This course traces Tibetan and Himalayan history from current political dynamics back to ancient times, providing a context of larger regional events and processes. Students examine local political systems such as the Tibetan Government in Exile and the birth throes of the Nepalese constitution. Students examine the politics inherent in everyday life in an exile community, themes such as individual articulations of identity, and the politics of language and religious practice, including an analysis of current conditions in Tibet. On the geopolitical scale, students investigate the significance of various Himalayan regions and the maneuvering between Asia’s giants, India and China. Students reflect on and reconceptualize ideas of power, autonomy, authority, and vulnerability on individual, group, and state levels.

Intensive Language Study: Tibetan

TIBE 1000 / 3 credits / 45 class hours

Beginning oral comprehension skills are emphasized, along with basic literacy. Formal classroom instruction is daily during the program period in Kathmandu, with less formal instruction while on excursion. Optional Nepali language instruction is always provided, since students often wish to pursue Independent Study Projects in Nepali-speaking areas (much of the Himalayas including Sikkim/Darjeeling and Bhutan).

Field Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

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; maintaining a work journal; and twentieth-century ethnography.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Tibetan and Himalayan communities in Nepal; in Dharamsala, India (where there is an SIT program center and resident program assistant); or in another approved location appropriate to the project (including Bhutan when the semester’s excursion is to Bhutan). Sample topic areas: the politics of language and education in Tibetan communities; reflections from former political prisoners; traditional Tibetan medicine; the reemergence of the Bön tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; critical thinking in Bhutan’s education system; a case study of a traditional Buddhist college; nuns and Tibetan female mystics; migration and Tibetan exile settlements.

Program Duration Fall/Spring 15 weeks

Credits 16

Program Base Kathmandu

Language Study Tibetan, plus Nepali

Homestay Kathmandu, 6 weeks

Rural Visit/Homestay 2 to 4 weeks, depending on location

Other Accommodations Guest houses, hostels, educational institutions, and/or small hotels. The group may camp when trekking in the Himalayas.

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/NPT.
Samoa

Pacific Communities and Social Change

Examine the social, economic, and political impacts of and responses to westernization and globalization in the Pacific Islands.

Coursework

Lectures and discussions are conducted in cooperation with the East West Center, the University of Hawai’i’s Center for Pacific Studies and Center for Hawaiian Studies; the National University of Samoa; the University of the South Pacific both in Alafua, Samoa, and Suva, Fiji; and American Samoa Community College, with support from additional local professionals.

Traditional Societies in Transition

PACI 3010 / 3 credits / 45 class hours

The course examines key aspects of traditional Pacific societies as well as the physical and historical forces that have shaped the Pacific Islands region at large. It focuses on culture and the ways in which traditional societies have adapted to the waves of development and change that have reached their shores. The course has components in Hawai’i, Samoa, American Samoa, and Fiji.

The course explores the values of traditional societies and the ways in which these values are being challenged, adapted, and blended as subsistence economies become cash economies. It encourages students to analyze their own experiences and learning and provides information needed to continue further intensive study related to an issue of globalization and development in the form of an Independent Study Project. Field experiences and assignments are structured to complement the lectures and readings.

Educational Excursions

The program includes visits to cultural and historic sites on the island of Oahu, Hawai’i; a village stay in rural Upolu and visits to places of interest in Samoa; a natural history excursion to the island of Savai’i to examine the diversity of Samoa’s topography and ecology; and visits to American Samoa and Fiji for comparative analyses of Pacific communities and traditions in transition.

Intensive Language Study: Samoan

SAMO 1000 / 3 credits / 45 class hours

Basic speaking and comprehension skills are acquired through classroom and field instruction that emphasizes daily communication and through interactions with homestay families in both Samoa and American Samoa.

Research Methods and Ethics

ANTH 3500 / 3 credits / 45 class hours

This course in the concepts of learning across cultures and from field experience prepares students for the Independent Study Project. Material includes cross-cultural adaptation and skills building; selecting and refining topics for the Independent Study Project; choosing appropriate fieldwork methodologies; developing contacts and finding resources; practicing 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

Projects are conducted in appropriate sites in Samoa. Sample topic areas: sustainable agicultural practices and food security; the impact of social networking sites on Samoan youth; microfinance and the importance of social networks; the reality of poverty and hardship in Samoa; perspectives on and threats to religious freedom; human rights in Samoa; the role of coconut products in the Samoan economy; economic, social, and environmental impacts of seawalls; media freedom in Samoa and young voters’ understanding of democracy.
Vietnam

Culture, Social Change, and Development

Examine economic and social development in the cultural context of Vietnam, one of Southeast Asia's most dynamic and rapidly changing countries.

Coursework

Lecturers are drawn from Vietnam National University; Can Tho University; Hoa Sen University; the University of Economics in Ho Chi Minh City; and a variety of research institutes, government offices, and nongovernmental organizations (NGOs).

Ethnicity, Gender, and Social Change

ASIA 3010 / 3 credits / 45 class hours

This course explores social and cultural attributes of traditional Vietnam in order to trace the history of the nation. Students follow the development of three ancient civilizations that have existed in what is now present-day Vietnam: the Dai Viet in the north, the Cham ethnic minority on the central coast, and the Khmer in the south. The course then explores more recent dynamics and trends, such as nineteenth- and twentieth-century Vietnamese colonial experience and national resistance as well as Vietnam's socialist revolution and national reunification.

This course explores some of the processes of social change in Vietnam with a focus on specific groups such as women and ethnic minorities. Students analyze gender relations and ethnic minority perspectives from a comparative standpoint, in relation to both regional and global social and political change. Students examine the governance of ethnic minority affairs and study the interactions of the dominant ethnic group, the Kinh, and the indigenous ethnic minorities. Complemented by educational excursions, students consider the development problems faced by minority peoples and the challenge of maintaining diverse traditions throughout the process of nation building in Vietnam.

Economic Reform and Development

ASIA 3020 / 3 credits / 45 class hours

This course charts Vietnam's transition from a centrally planned to a market-oriented economy. It focuses on the dynamics and tensions inherent in such fast economic growth. Issues discussed include the theoretical background of economic development theory, strategies for poverty reduction and governance issues, rural development, and urbanization and migration in an era of globalization.

The course examines development ethics and equity issues within the context of the country's growing market economy and consumer class. Rapid economic development has come with sociopolitical changes as well as environmental costs. Students examine in detail the major turning point in Vietnam's development, the Doi Moi “Renovation” economic reforms launched in 1986, and the rapid growth in trade and investment since that time.

Educational Excursions

The program provides the opportunity to study and explore Vietnam's cultural and natural heritage through visits to Sapa (on the Chinese border), Hanoi, and ancient cities such as Hue and Hoi An in Central Vietnam. Visits are also made to rural villages and protected areas in the Mekong Delta and other parts of the country. Some relevant community-volunteering projects may be conducted based on specific local contexts to meet students' learning objectives.

Intensive Language Study: Vietnamese

VIET 1000–3000 / 3 credits / 45 class hours

Emphasis on 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

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research 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

Ho Chi Minh City

Language Study

Vietnamese

Homestay

Ho Chi Minh City, 3 weeks

Other Accommodations

Guest houses, hostels, or small hotels

Independent Study Project

4 weeks

Prerequisites

None

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Ho Chi Minh City, Hanoi, or another approved location appropriate to the project. Sample topic areas: small and medium entrepreneurship; gender roles in Vietnamese society; the impact of migration on urban life; heritage site management and conservation; craft villages in transition; Vietnamese culinary arts; microcredit projects; poverty reduction and hunger eradication; Vietnamese culture viewed through the media, literature, or popular music; public health; memory of the French and American wars; education and mysticism in a modern socialist society.