

## Arts, Religion, and Social Change Seminar

ASIA 3000 (3 Credits / 45 hours)

SIT Study Abroad Program:  
Indonesia: Arts, Religion, and Social Change

**PLEASE NOTE: This syllabus represents a recent term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.**

### Course Description

The Arts, Religion and Social Change seminar examines the relationship between art, religion and contemporary life in Java and Bali.

In Bali, Hindu-Buddhist traditions from ancient times still manifest themselves in current Balinese religious and social life. Religion and art cannot be separated as every religious activity is infused with both the visual and performing arts. However, these same arts and religious practices are strongly influenced by changes in Balinese society related to the rapid development of cultural tourism. Cultural tourism plays an important yet contradictory role in strengthening and degrading the values of Balinese cultural practices in the arts and religion. Through lectures, site visits and experiential learning through homestays, including an educational excursion to an agricultural village in central Bali and to an egalitarian community in North Bali, students engage in and study the intersection of cultural practices with youth culture, family, community, the environment and global tourism.

While in Java, the majority of the population is Muslim, however, Javanese communities present a hybrid synthesis or syncretism of Hinduism, Buddhism and Islam in different social contexts. While Hindu-Buddhist traditions seen in Bali persist in Java, religious life here includes a mix with a form of Islam. Java's unique syncretic blend of religions can be traced from profound economic and social changes associated with colonialism from the sixteenth century. Islam was also associated with the nationalist movement that culminated with the Indonesian struggle for independence and foundation of a modern, independent state. Therefore, the Java module of the course adds complexity to students understanding of arts and religion in the context of the modern nation-state as well as a comparative frame for linking global forces with local practices in the arts and religion in Indonesia.

### Course Overview

The Arts, Religion and Social Change course first, while in Bali, focuses on the arts and its roles in Balinese Hindu religious activities, while in Java the seminar explores the history and contemporary religious life of Muslims, Hindu-Buddhist, Christian communities and how they keep

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their relation in harmony. Together, students gain a rich understanding of the complex histories and contemporary practices of some of world's most vibrant arts and religious communities.

The course includes the following activities: lectures both in the classroom and during site visits in Bali and Java, analysis of required readings at synthesis sessions, participation in educational excursions, in the arts-focused experiential workshops, inter-faith discussions with local students, and student-led discussions. The course coincides with the homestay period both in Bali and Yogyakarta, located in Central Java, and draws on that experience to understand and better contextualize concepts and practices discussed in the course as diverse and in transition.

## **Learning Outcomes**

By the end of this course, students will gain basic familiarity with the broad outlines of traditional and contemporary Indonesian arts, religious structures and social changes both in Bali and Java, including:

- Through the integration of classroom and site visits, students will understand that the six official religions in Indonesia, and architecture, literature and music, dance and painting are all interwoven in their devotional and aesthetic purposes. Students should learn that fieldwork and classroom work must be wholly integrative and mutually supportive for the successful study of art, religion and social change in Indonesia.
- Students will be able to understand the complex Javano-Balinese calendar system and its importance in performing religious ceremonies.
- Students will be able to compare the differences and similarities between Hindu and Muslim communities and their religious life and articulate those through written exams and discussions.
- Students will be able to discuss issues of traditional and modern art of Java and Bali; the complexity of the religious life in Indonesia under the umbrella of Pancasila, the National ideology of Indonesia which recognized only six official religions as expressed through the creation of the national identity discourse; and the social changes that happened both in Java and Bali.
- Students will be able to recognize the socio-religious interactions amongst many different ethnic groups within the country that have contributed to the richness of the arts and shaped the national identity of Indonesia.
- Students will be able to recognize the complexity of the socio-political issues, economic and environmental problems and other current phenomena in Indonesia and will be able to talk about, discuss and explain those social changes in Indonesia.
- Students should be able to choose a topic or to develop a topic for their Independent Study Project (ISP) and have an idea of where they should conduct their ISP.

## **Language of Instruction**

Most of the courses are taught in English. Some lectures are taught in Indonesian language where the Academic Director interprets the lectures into English. All required readings are in English.

## **Course Requirements**

### **Course Schedule**

#### **Module 1: Overview of Indonesia and the Geophysical Background of Bali (5 class hours)**

**Session 1: Theme:** Geophysical Background of Balinese and Javanese life

**Speaker:** Dr. Wayan Ariati, Academic Director

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*Required Reading:*

Eiseman, Fred (1990) *Island of Bali: Volcanoes, Monsoons, and Tides.* Chapter One in *Bali: Sekala and Niskala, Volume II: Essays on Society, Tradition and Craft.* Periplus Editions, pp. 2-16.

**Session 2:** **Theme:** Space, Time and Person in Bali

**Speaker:** Garrett Kam, MA, Senior Faculty Advisor SIT Study Abroad Bali

*Required Readings:*

Eiseman, Fred (1989) "*Kaja and Kelod: Spatial and Spiritual Orientation.*" In *Bali: Sekala and Niskala, Volume I: Essays in Religion, Ritual and Art.* Berkeley, Singapore: Periplus Editions, pp. 2-10.

Geertz, Clifford (1973b) "Person, Time and Conduct in Bali." In *The Interpretation of Cultures.* New York: Basic Books.

**Module 2: Fine Arts and Performing Arts of Bali; Balinese offerings in Context (10 class hours)**

*This module runs concurrently with the homestay period in Bali.*

**Session 1:** **Theme:** Introduction to the Performing Arts and their role in Balinese Ritual Life

**Speakers:** Prof. Dr. I Wayan Dibia and Dr. Wiratini, ISI Denpasar

*Required Readings:*

Bandem, I.M. and F.E. Doboer (1995) *Balinese Dance in Transition: Kaja and Kelod.* Oxford University Press.

de Zoete, Beryl and Walter Spies (1953) *Dance and Drama in Bali.* London: Faber and Faber.

Ballinger, Rucina And I Wayan Dibia (2006) *Balinese Dance, Drama And Music.* Singapore: Periplus Editions.

Eiseman, Margaret (1989a) "Byar! The Energetic Modern Musical Style." Chapter Thirty

*Bali: Sekala and Niskala, Volume I: Essays in Religion, Ritual and Art.* Berkeley-Singapore: Periplus Editions, pp. 343-348.

Eiseman, Margaret (1989b) "Gamelan Gong: The Traditional Balinese Orchestra." Chapter Twenty-Nine in Eiseman, Fred *Bali: Sekala and Niskala, Volume I: Essays in Religion, Ritual and Art.* Berkeley-Singapore: Periplus Editions, pp. 333-342.

Tenzer, Michael (1991) *Balinese Music.* Singapore: Periplus Editions.

**Session 2:** **Theme:** Topeng mask-making and its relationship to Topeng dance

**Artist:** Ida Bagus Anom, mask-maker, dancer and puppeteer

*Required Reading:*

Eiseman, Fred B. (1989) "Dance in Bali: Topeng, Legong, Kecak and More." Chapter Twenty-Five in Eiseman, Fred (1989) *Bali: Sekala and Niskala, Volume I: Essays in Religion, Ritual and Art.* Berkeley-Singapore: Periplus Editions, pp. 280-292.

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**Session 3:** **Theme:** Art of the Shadow Theatre and its Roles in Balinese Religious Life  
**Artist:** Jero Dalang, I Wayan Narta, wayang-maker and puppeteer  
**Venue:** Home of Dalang I Wayan Narta in Sukawati village

*Required Readings:*

Eiseman, Margaret (1989) "Wayang Kulit: The Popular Balinese Shadow Play." Chapter Twenty-Eight in Eiseman, Fred *Bali: Sekala and Niskala, Volume I: Essays in Religion, Ritual and Art*. Berkeley-Singapore: Periplus Editions, pp. 322-332.  
Herbst, Edward (1997) "Desa Kala Patra within performance." In Herbst, Edward *Voices in Bali, Energies and Perceptions in Vocal Music and Dance Theater*. Wesleyan University Press, pp. 97-102.  
Hobart, Angela (1987) *Dancing Shadows of Bali*. Kegan Paul International.  
Zurbuchen, Mary Sabina (1987) *The Language of the Balinese Shadow Theater*. Princeton, N.J.: Princeton University Press.

**Session 4:** **Theme:** History of Balinese Painting and Keris Collection of Neka Museum  
**Speaker:** Garrett Kam MA  
**Venue:** Neka Museum, Campuhan, Ubud

*Required Readings:*

Couteau, Jean (2001) *Puri Lukisan*. Ubud: Puri Lukisan Foundation.  
Kam, Garrett (1993) *Perceptions of Paradise; Images of Bali in the Arts* Ubud: Yayasan Dharma Seni, Museum Neka.

**Session 5: Student-Led discussion** on the topics covered in Modules 1 and 2.

**Module 3: History of Hinduism, Buddhism, Islam and Javanese Arts and Traditions (15 class hours)**

Location: Yogyakarta, Central Java

**Session 1:** **Theme:** Javanese Etiquette, courtesies and other social norms  
**Speaker:** Ibu Rury, MA or Joan Soyenaga

**Session 2:** **Theme:** The History and Role of *Pancasila* as the Founding Ideology of the Indonesian State and Society  
**Speaker:** Prof. Dr. Mukhtasar Syamsudin, Dean of the Faculty of Philosophy, Universitas Gadjah Mada (UGM)

*Required Readings:*

Bahar Saafroedin (2010) *Pancasila, the Living Staatsfundamentalnorms of Indonesian National State: Norms, Institutions, and Reformance in Pancasila's Contemporary Appeal: Re-legitimizing Indonesia's Founding Ethos*.

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**Session 3:** **Theme:** Pre-modern History: The Beginnings of Buddhism in the Archipelago  
**Speaker:** Dr. Bram Hasto, the rector of Sailendra University, Yogyakarta

*Required Readings:*

Hunter, Thomas M. (1991) "The Thread of Fable: Animal Tales in Indonesian Art"  
*Orientalism*, Vol. 22-12, pp. 60-70.

Miksic, John (1990) *Borobudur, Golden Tales of the Buddhas*. London: Bamboo Publishing  
and London/Singapore: Periplus Editions.

**Session 3:** **Theme:** Pre-modern History: The Beginnings of Hinduism in the Archipelago  
**Speaker:** Dr. Wayan Ariati, Academic Director of SIT Study Abroad  
**Venue:** Program Center classroom at UGM

*Required Reading:*

Aryati, Ni Wayan, (2006) "The Beginnings of Hinduism and Buddhism in the Archipelago."

**Session 4:** **Theme:** Religion and Gender in Indonesia  
**Speaker:** Prof. Dr. Siti Syamsiyatun, MA, PhD, director of the ICRS, Gajah Mada University (UGM)

*Required Readings:*

Lowenhaupt Tsing, Anna (1995) "Alien Romance". In Sears, Laurie (ed.)  
*Fantasizing the Feminine in Indonesia*. Durham, NC: Duke University Press,  
pp. 295-318.

Stoler, Ann Laura (1995) "A Sentimental Education, Native Servants and the Cultivation of European Children in the Netherlands Indies.' In Sears, Laurie (ed.) 1995 *Fantasizing the Feminine in Indonesia*. Durham, NC: Duke University Press, pp. 71-91.

Suryakusuma, Julia I. (1995) "Murder, Gender and the Media, Sexualizing Politics and Violence." In Sears, Laurie (ed.) 1995 *Fantasizing the Feminine in Indonesia*. Durham, NC: Duke University Press, pp. 92-119.

**Session 5:** **Theme:** Educational Visit to Borobudur temple, the largest Buddhist monument in the world

*Required Reading:*

Hunter, Thomas 2010 "A Short Guide to Candi Borobudur and Candi Prambanan,  
Two

Major Temple Complexes of Ancient Central Java" (need to be copied and distributed).

**Session 6:** **Theme:** The Coming of Islam to the Archipelago  
**Speaker:** Dr. Iqbal Muhammad, CRCS (Center for Religious and Cultural Studies), UGM

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*Required Readings:*

- Ricklefs, M.C. (1993) *The Coming of Islam* in "A History of Modern Indonesia since c 1300 (pages: 3-14)"
- Ricklefs, M.C. (2006) *Mystic Synthesis in Java, a history of Islamization from the fourteenth to the early nineteenth centuries*. Norwalk, CT: Eastbridge Press.
- Mustofa, Farid 2012 *The Urban Sufism: the New Spirituality in Urban Communities in Indonesia*. (unpublished paper)

**Session 7: Theme:** History of Indonesia in the Era of Nationalism and Independence

**Format:** Lecture followed film on the 1965 massacre

**Speaker:** Prof. Dr. Baskara T. Wardaya, SJ, Sanata Darma University

*Required Readings:*

- Ariati, Ni Wayan Pasek (2012) "Conflict and Resolution," a paper presented at the International Seminar in Kigali, Rwanda.
- Ariati, Ni Wayan Pasek (2010) "*The Myth of Durga and the History of the Indonesian Women's Movement (Gerwani)*". Paper presented at the IAHA Singapore.

*Recommended Readings:*

- Anderson, Benedict (1996) "The Languages of Indonesian Politics." *Indonesia* 1. Ithaca, NY: Cornell University Press, pp. 89-116.
- Friend, Theodore (2003b) "Forcing Out Suharto." In Friend, Theodore *Indonesian Destinies*. Cambridge (MA) and London: The Belknap Press of Harvard University Press, pp. 311-346.
- Mangunwijaya, Y.B. (1991) *The Weaverbirds*. [Translation of *Burung-burung Manyar* by Thomas M. Hunter, Indonesian language edition first published 1974] Jakarta: Lontar Foundation.
- McGregor, Katharine E. (2006) *History in Uniform: Military Ideology and the Construction of Indonesia's Past*. Chapter 1: *History in the Service of an Authoritarian Regime*. Asian Studies Association of Australia in association with NUS Press, pp. 20-38.
- Robinson, Geoffrey (1995) *The Dark Side of Paradise*. Ithaca: Cornell University Press
- Wieringa, Saskia (2002) *Sexual Politics in Indonesia: "Introduction: Unraveling Hidden Histories"*. Institute of Social Studies, The Hague. Palgrave Macmillan, pp. 1-26.

**Session 7: Theme:** The Roles of *Pesantren* (religious boarding school) for the communities

**Speaker:** Dr. Syarif Hidayatullah, Gajah Mada University (UGM).

*Required Readings:*

- Two Sides of the Same Coin: Modernity and Tradition in Islamic Education in Indonesia*
- Author(s): Ronald A. Lukens-Bull
- Source: *Anthropology & Education Quarterly*, Vol. 32, No. 3 (Sept 2001), pp. 350-372
- Published by: Blackwell Publishing on behalf of the American Anthropological Association

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Stable URL: <http://www.jstor.org/stable/3195992>

**Session 8:** **Theme:** Christianity in Indonesia  
**Speaker:** Dr. Handono Hadi, Gajah Mada University (UGM)

*Required Readings:*

Ricklefs, M.C. (2007) *Javanese Christian Communities* in Polarising Javanese Society

Anggoro, Risang, (2010) *What Treasures have you to Share?: Weaving a Vision of Dialogical Christianity in Indonesia*. (unpublished paper)

**Session 9:** Student-Led Discussion on Module 3 (20 minutes per topic/session)

**Session 10:** **Seminar:** Inter-faith discussion with representatives of Muslim, Buddhist, Hindu, Christian and Confucian communities in the Yogyakarta area

**Participants:** Local students from faith communities are invited to participate

**Facilitator:** Hastangka, Gajah Mada University (UGM)

**Session 11:** *Mid-Term Exam Module 2*

**Module 3: Contemporary Issues and Social Change in Bali (10 class hours)**

*This module runs concurrently with the Homestay period.*

**Session 1:** **Theme:** Overview of the Hindu Rituals, the *Panca Yadnya* (five basic Balinese-Hindu rituals)

**Speaker:** Prof. Dr. Made Suastra, Udayana University (Unud)

*Required Readings:*

Eiseman, Fred (1990) *Bali: Sekala and Niskala*, Volume II: Chapter Two on *Hinduism: The Indian Roots of Balinese Religion*, Berkeley-Singapore: Periplus Editions, pp. 11-24.

**Session 2:** **Theme:** Problems of Society and the Environment in the Age of Cultural Tourism  
**Speaker:** Prof. Ir. A Agung Raka Dalem, the Dean of MIPA, Unud

*Required Readings:*

Darma Putra, Nyoman and Hitcock, Michael (2007) *Tourism, Democratization, and Tourism in Bali: A Paradise Globalized*.

**Session 3:** **Theme:** Adat conflicts within the Balinese Community and other social issues

**Speaker:** Prof. Dr. Wayan Windia, SH, Udayana University (Unud)

*Required Reading:*

Warren, Carol (2003). "*Adat and Dinas: Village and State in Contemporary*. The Australian National University.

**Session 4:** **Theme:** The Land, Water and Other Social Issues

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**Speaker:** Prof. Dr. Gusti Made Sutjaja, Udayana University (Unud)

*Required Readings:*

Luh De Suriyani (2010), "Bali may face water and food shortage", the Jakarta Post.

**Session 5:** **Theme:** Modern Garbage within the past Environments  
**Speaker:** Olivier Pouillon, founder of Bali Recycling Project

*Required Reading:*

Marshall, Andrew (2011), "Holidays in Hell: Bali's Ongoing Woes". Time-Indonesia:  
Bali Struggle amid a surge in Tourism.

**Session 6:** **Theme:** Youth Culture, LGBT Community and Gender in Bali  
**Speaker:** Drs. Ngurah Termama Lengkong, the Coordinator of the Youth Organisation

*Required Reading:*

Tom Boellstorff (2004) "*Waria*, Indonesian Transvestites", Cultural Anthropology, Vol. 19, No. 2 (May, 2004), pp. 159-195 Published by: Wiley on behalf of the American Anthropological Association Stable URL: <http://www.jstor.org/stable/3651553>.

**Session 7:** **Theme:** Current Issues in Politics, Society and Religion  
**Speaker:** Dr. Darma Putra, Udayana University (Unud)

*Required Reading:*

Nordholt, Henk Schulte (2005) Bali: an Open Fortress in Bali Narasi dalam Kuasa by Ngurah Suryawan.

#### **Module 4: Agricultural life, Traditional Healers and Medicines, Hands-on Experiences and Pluralism in Bali (5 class hours)**

**Location:** **Central Bali Village**, North Bali Village and North Coast Multi-cultural Communities

**Themes:** Life and Culture in the multi-cultural area of the North Coast; visits to Chinese temples and a Buddhist meditation center; visit with a Hindu-Muslim community centered around the *masjid* (mosque) of Pegayaman village or other Muslim community

**Session 1:** **Theme:** Subak, The Irrigation System in Bali  
**Speaker:** Dr. Ir. I Made Sarjana, Udayana University

*Required Reading:*

Lansing, Stephen (1992) *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*. Princeton, NJ: Princeton University Press. (a handout of excerpts has been prepared for this reading)

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*Recommended Readings:*

Kremer, James N and Lansing, Stephen J. (1990) "Modeling Water Temples and Rice Irrigation in Bali - A Lesson in Socio-Ecological Communication." Los Angeles: University of Southern California, Dept. of Anthropology.  
Lansing, John Stephen (2007) *Perfect Order*. (excerpts)

**Session 2:** **Theme:** The Roles of Traditional Medicine and Healers  
**Speaker:** Dr. Wayan Ariati, the Academic Director  
**Thematic Seminar Walk:** Collect medicinal plants in the rural environment  
**Facilitator:** Ni Nengah Nadri with the staff

*Required Reading:*

Wayan Ariati (2010) "Traditional and Modern Healings," a paper presented at the International seminar workshop in Vermont .

**Session 3:** **Walk, Work in the "Real" Field**  
**Theme:** *Subak* and *Uma*– Balinese irrigation and agricultural techniques and rituals  
**Facilitator:** I Nyoman Sambra, the Head of the *Subak*.

**Session 4:** Experiential Workshop at Sanggar Santhi Budaya, a foundation for teaching children how to dance and play gamelan  
**Theme:** The integration of traditional and modern dance  
**Speakers:** Dayu and Gus Eka Prasetya, the founders of the Arts Organization

**Session 5:** Inter-Faith Discussion with Hindu and Muslim Communities in North Bali  
**Facilitators:** The head of Hindu and Muslim villages

**Session 6:** **Theme:** Women's Roles and Challenges in Contemporary Bali  
**Speaker:** Prof. Dr. Ida Ayu Puspani, Universitas Udayana, Denpasar

*Recommended Readings:*

Aryati, Ni Wayan (2000) "Women's Roles in Balinese Society". Chapter Five in Hunter, Thomas (ed.) *Balinese Traditions, Balinese Dilemmas; an ABR Reader* [2<sup>nd</sup> edition; self-published Denpasar], pp. 43-50.

Brinkgreve, Francine (1987) "The Cili and Other Female Images in Bali." In *Indonesian Women in Focus: Past and Present Notions*, ed. by E. Locher-Scholten and A. Niehofs. Verhandelingen von de Koninklijk Institute, vol. 127. Dordrecht: Foris.

Creese, Helen (2004) "Nothing Is More Virtuous: Death and Loyalty, the Self-Immolation of Women in *Kakawin*, *Sati* in Historical Perspective." Chapter Six Creese, Helen *Women of the Kakawin World*. Armonk, NY and London: M.E. Sharpe, pp. 210-244.

**Session 7:** Final Exam on Module 1, 3, 4 and 5;  
Submit the Analytical Paper, ISP Proposal, Interviews Assignment and Art Project Presentation

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## Module 6: Evaluation Period

**Final Session: Theme:** ISP Presentation, Re-Entry Discussion, Language Post-ISP exam and Submit Research Paper

### Evaluation and Grading Criteria

#### Description of Assignments

##### **Pre-Program Book Report**

An important part of the preparation for the thematic seminar is completion of a book report during the months prior to arrival in country. There is an extensive body of literature available on Bali, Java and Indonesia, especially in the fields of anthropology, history and the arts. We ask each student to take advantage of these resources while at their home institutions, choosing one book from the extensive book list provided upon acceptance into the program and writing a book report of between 1,000 and 2,000 words. Students who find a relevant book that is not on the book list can consult with the Academic Director by email to be sure that the book is acceptable as the basis of a book report. The book report is not graded, but is a required assignment for completion of the thematic seminar course.

##### **In-class Mid-Term Exam**

This In-Class Mid-Term Exam is carried out in Yogyakarta at the end of the two week excursion in Central Java. Students are expected to write two essays on topics drawn from themes covered in Module 3, during the excursion in Yogyakarta. In addition to writing two essays, there are multiple choice questions plus short identification for extra credit.

##### **In-Class Final Exam**

This In-Class Final Exam is carried out in Bali before the students begin their ISP. The students are expected to write three essays chosen out of 15 questions including one Self-Design question based on the thematic seminars delivered in Bali. In addition to writing three essays, which worth 66 points of the final point, the students also have to complete the multiple choice questions which worth 24 points of the final point. There will be an extra credit if the students provide a short definition of the correct answer they chose from certain multiple choice questions.

Example:

14) The women's organization of the Indonesian Communist Party was known as:

- a) Gerwani
- b) Gestapu
- c) Lekra
- d) Nasakom

**\* EXTRA CREDIT: The Indonesian words in the acronym are:**

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##### **Village Analytical Paper**

This assignment integrates Indonesian language skills developed in language class, interview field methods studied in the Field Methods and Ethics course, and readings, lectures, and field experience in this course in the production of an analytical paper. Using Indonesia language skills to conduct interviews during the village excursion, students are expected to write an analytical paper based on the primary data gained from their interviews. The topic of the paper can be

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related to their Independent Study Project or they can choose a topic provided in the program's in-country Student Handbook.

### **Participation**

The depth and quality of students' participation in all aspects of the course is considered for evaluation, including: **cultural awareness and sensitivity**, participation in reading discussions, conscientious, prompt and courteous presence at all lectures, walks, excursions and workshops, as well as excellence of performance in the excursion, practicum and workshop presentations.

### **Classroom Participation, Hikes, Physical Works, Excursions, Workshop, Presentations and Discussion**

The *Arts, Religion and Social Change* program takes students outside the classroom to study how to create or perform traditional arts, participate in any religious activities, and engage in cultural observations outside the class hour. While in Bali, the students have to choose one or two arts project to be presented before going to their Independent Study Project sites. There can never be an equivalent classroom experience to the value of walking through a site with a knowledgeable teacher. However, this field experience must be supported by readings and classroom lectures. Students are guided towards awareness of thoughtful observation and away from the tourist perspective of casual sightseeing and tourist photography.

Excursions and workshops provide invaluable opportunities for students to think "outside the box," and to learn to negotiate and analyze an art historical or performance evaluation in the field. Fieldwork builds confidence in connoisseurship, quick and decisive analytical skills, thoughtful articulation, and the necessary integration of research/classroom/reading information with assessment of field-based performance and visual arts.

### **Grading Assessment Criteria for this Course**

<u>Assignments</u>	<u>Points/Percentage of final grade</u>
<b>Pre-program Book Report</b>	<b>10%</b>
<b>In-Class Mid-Term in Yogyakarta</b>	<b>25%</b>
<b>Village Analytical Paper, including first of two interviews</b>	<b>20%</b>
<b>In-Class Final Exam (long-form essays and short answers)</b>	<b>35 %</b>
<b>Full participation in all aspects of the Seminar</b>	<b>10 %</b>

### **Written Assignments: Expectations**

All written assignments are to be typed and handed on time, except the Mid-term and Final must be hand-written in a book provided by the program.

All components of the course must be completed satisfactorily to receive a passing grade.

Late papers will be graded down one half grade for every day late. Late papers will not be accepted after five days and a grade of F will be accorded to that paper. If documentation of a medical emergency is produced, extensions for meetings and written work may be negotiated. If make-ups granted due to illness are not completed within the agreed upon time, a grade of F will be recorded for that assignment. Unexcused late assignments will not be accepted.

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Students must attend all lectures, complete all reading assignments to the best of their abilities, take an active part in all excursions, practicum, workshops, and synthesis sessions, and demonstrate cultural sensitivity as participants in the program.

**Grades are calculated in the following manner:**

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

**Expectations and Policies**

Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak

Attendance. All students are required to attend all lectures and to participate in all bi-weekly discussion and analysis sessions. All excursions are mandatory and students must discuss absences with the Academic Director before the planned departure.

Participation. Participation is not the same as attendance. All students are expected to participate fully in all aspects of the course. This means asking pertinent questions to the course's guest lecturers, engaging in discussion and analysis during lectures, group discussions and on excursions. Students are expected to complete the required reading in a timely fashion, and to demonstrate their understanding of texts through reflection, writing, and discussion.

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

**Disability Services:** For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact Disability Services for SIT at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) or +1-802-258-3390. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.

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