

Global Studies 281D Syllabus  
DRAFT

Course Description

(H, SS, D) A multi-disciplinary analysis of modern Indonesia. Topics introduced include consequences of European colonialism, environmental and social impacts of industrialization, cultural plurality, socioeconomic indicators, population growth, patterns of consumption, indigenous rights, medical pluralism, and civic activism. In part, these topics will be explored using examples of Indonesian customs/traditions, art, economics, education, history, health care systems, language, literature, music, and political institutions.

Prerequisite (Enforced): Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101. Writing assignments represent a significant component of coursework.

Attendance

*Be on Time and Ready*

Registering for a class implies a commitment to the time allotted for the course. There is often a misconception that study abroad classes are set up to be flexible. Be assured, there is free time allocated for you to explore on your own or rest up. For the most part, though, it is imperative students are on time to avoid missed appointments and missed travel arrangements.

*Illness*

If you become ill during the study abroad class it is your responsibility to communicate this immediately to the faculty of record. Do not send notice via another student. Travel insurance is a mandatory. Just as with a traditional course, a lengthy illness can impact your course grade and may result in the faculty's decision to cancel your participation if travel becomes too difficult and/or your health were to become negatively impacted.

Grade Policies

*F Grade:* Students who simply “disappear” from the class and fail to withdraw from the course will receive a failing grade (“F”). This grade is extremely serious and will factor as 0.00 into your GPA. Even if you repeat the course to replace the grade, the “F” will stay on your transcript forever. You are strongly encouraged to formally withdraw from the class, if you choose not to complete the course.

*I Grade:* A grade of I (incomplete) will only be assigned in serious cases of need AND where the amount of work completed is significant (80% or more). As this is an OL class, I may not be able to honor this request as you will not be allowed access to the course after the course is completed; this is not my policy, this is EvCC policy and so beyond my control.

A request for an I grade means you are asking a significant amount of work on my part to set up a separate course of action on your part and so I will only consider this where a situation beyond the control of the student occurs. The student is responsible for meeting with the instructor and discussing whether an incomplete is appropriate PRIOR to the end of the last day of the course, but before Finals Week begins. I NEVER assign this grade without the student's permission.

The case for need MUST be verifiable and verified, independent of student's statements. Simply saying you have a need is not sufficient. I will ask for a doctor's confirmation, a social worker's letter, or similar form of documentation.

*N Grade:* This is called the audit grade. I never, and I mean never, change a grade to this option.

*V Grade:* A grade of V (vanished) will only be assigned if the student has finished an insufficient amount of work to be considered for a grade of I (<80% of the required course work), but circumstances beyond their control occur. I rarely give a V grade (it encourages a student to give up who might otherwise succeed).

I will be expecting independent documentation to be available at the time you contact me for a V grade. This is more than your statements that you had a hard quarter. I will ask for a doctor's confirmation, a social worker's letter, or similar form of documentation. Be aware that many campuses have a policy of changing a grade of V to one of F (Failed) and neither you nor I have any control over this policy.

As with the grade of I the V grade will only be assigned if the student talks with the instructor. For a V grade consideration, I expect you to make contact with me at, or near to the time, when your crisis begins. I will not consider you for the V grade if you contact me at the end of the course and tell me there is a problem.

*W Grade:* Think ahead!! If this course does not meet your needs or an unexpected event has challenged your ability to complete the work at this time, do a formal withdrawal BEFORE the cut-off date. If a student stops attending class, it is the student's responsibility to withdraw from the class within the time frame allowed by college. Check with Registration to verify the appropriate dates.

Do not take the W grade lightly. It comes at a serious cost -- in addition to the financial loss. Many universities are not interested in admitting students with too many W grades. Western Washington University reserves the right to recalculate your GPA by assigning your EvCC-W grade as an F grade.

GRADING SCHEDULE	
TYPE OF ASSIGNMENT	POINTS
PARTICIPATION	30
DISCUSSIONS	10
READING ASSIGNMENTS	30
5+ PAGE PAPER.	30

GRADING ASSIGNMENT					
GRADE	POINTS	G.P.A.	GRADE	POINTS	G.P.A.
A	95+	4.0	C	74-76	2.0
A-	90-94	3.7	C-	70-73	1.7
B+	87-89	3.4	D+	67-69	1.3
B	84-86	3.0	D	64-66	1.0
B-	80-83	2.7	D-	EvCC has discontinued	
C+	77-79	2.4	F	<66	0.0

### Plagiarism/Cheating

While you are encouraged to document others' opinions and data, the writing of the responses must be only your own. If I determine another has written any part of the response, I will note this as plagiarism and reserve the option of: 1) failing the paper, 2) failing you for the course, or 3) referring you for additional academic action, which may include suspension from this institution with a permanent note in your file. I have VERY strong feelings on this subject; if you value your education don't do it. Below is a brief guide to what is considered plagiarism/cheating by this instructor.

#### *Cheating during testing*

- 'Spontaneous' cheating, such as copying of another student's paper during examination. Penalty: from F on the test to F in the course.
- 'Non-spontaneous' cheating, which includes, but is not exclusive to, conspiracy to copy from another student's paper during an examination, obtaining unauthorized (not previously distributed to any class) copies of examinations administered prior to the time of the examination, employing 'crib' notes during an examination. Penalty: From F in the course to suspension.

#### *Plagiarism*

- Unknowable misuse of material Penalty: Require student to correct or re-do paper.
- Intentional failure to cite references Penalty: Require student to re-do paper to F on paper.
- Cutting and pasting from the Internet is, without any question, one of the most blatant forms of plagiarism and is treated harshly when I identify it as this type of cheating. Penalty: F in the course to suspension.

- Submitting as one's own work done by or copied from another. This includes work done by a fellow student, or work done by you, work done by a former student or work done by a 'ghost' writer. Penalty: From F in the course to suspension.

#### *Falsifying data/ Duplication of work assigned*

- Falsely reporting data obtained from fieldwork experiences, including falsely reporting having met responsibilities of attendance in such experiences. Penalty: From F in the course to suspension.
- Submitting work to meet the requirements of one course when it was done to meet the requirements of another. Penalty: from F on the project to F in the course.

#### *Doing it the right way*

- Often the main problem the student has with plagiarism is due to his/her lack of knowledge about what correctly using others' work encompasses. Generally, at the college level, you are expected to read the materials, watch the videos and from your own perspective about the materials, given these opportunities to use these sources. This perspective is not a personal opinion, but an informed, scientific discussion of the issues under consideration.
- This means that you should write "fresh"; do not simply change a few of the words to avoid plagiarism. Even though you are putting the information into your own words, you did not do the original research, so tell me by whom you were influenced (cite your sources).
- ALWAYS, feel free to check with me about your understanding of how to properly cite sources by bringing samples of your writings to me for guidance. I won't leave you hanging out there without a safety harness.

The following link is one I found that shows both the correct and incorrect ways to use information from a reference. I found it to be easy to follow and helpful as an illustration for students: <http://library.uoregon.edu/guides/plagiarism/students/index.html>

Adapted from: Author unknown (n.d.). *Plagiarism guidelines*. Unpublished manuscript. Bremerton, WA: Chapman University: Bangor Annex.

#### Course Objectives

##### *Global Studies 281D Outcomes*

- Trace the effects of the culture of capitalism, world trade and the global economy in contemporary Indonesian society.
- Identify the consequences of internal and external colonialism as experienced in Indonesia.
- Discuss the fate of indigenous Indonesians, especially as seen through examples of ethnocide.
- Discuss concerns related to population growth as part of Indonesia policies.
- Explore the connection between the environment, race, social class, and gender among Indonesian cultures.
- Assess the environmental impact of technological change, including issues such as energy insecurities and culture shock as evidenced in Indonesia.
- Assess the effects of traditional health systems and allopathic health in Indonesia.
- Examine challenges to the globalization of power; in particular resistance movements, citizen-activism, militarism, and terrorism.
- Explore global issues related to efforts for peace, human rights and environmental protection in Indonesia.

##### *Global Studies Program Core Learning Outcomes*

- Students learn how to collect information from different types of written sources. Students present a synthesis of the data they collect in the form of written and/or oral presentations.
- Students incorporate a cultural relativistic perspective into all course work.
- Students demonstrate how the biocultural model is integral to understanding the world from a holistic perspective.
- Students analyze the human condition both in a historical context and from the stance as a global citizen.

##### *Social Sciences-specific Outcomes*

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.

- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.
- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and tolerance of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

### Required Reading Materials

- Aiswara (1994). *Prambanan*. (L. Matius, Trans.). Indonesia: PT Intermasa.
- Bahasa Indonesia handouts (Ma Chung University)
- Blair, L. & Blair, L. (2012). *Ring of fire: An Indonesia odyssey*. Singapore: Editions Didier Millet.
- Draine, C. (1991). *Indonesia. Culture shock!: A survival guide to customs & etiquette*. Portland, OR: Graphic Arts Center Publishing Company.
- Geertz, C. (1976). *The religion of Java*. Chicago, IL: University of Chicago Press.
- Hefner, R. W. (1985). *Hindu Javanese: Tengger tradition and Islam*. Princeton, NJ: Princeton University Press.
- Kerlogue, F. (2004). *Batik: Design, style & history*. London: Thames & Hudson.
- Lansing, S. (1994). *The Balinese. Case studies in cultural anthropology*. Belmont, CA: Cengage Learning.
- Macfarlane, A. (2004). *The empire of tea: The remarkable history of the plant that took over the world*. Woodstock, N.Y.: Overlook Press.
- Milton, G. (2000). *Nathaniel's nutmeg: Or the true and incredible adventures of the spice trader who changed the course of history*. New York: Penguin Books.
- Nitisastro, L. (2011). *The Indonesian development experience: A collection of writings and speeches*. Singapore: Institute of Southeast Asian Studies.
- O'Connell, S. (2004). *Sugar: The grass that changed the world*. London: Virgin.
- Ong, M. (2010). *Arriving with the monsoon: Travels in Indonesia* (Kindle ed.). Seattle, WA: Amazon Digital Services
- Picard, M. & Madinier, R. (2014). *The politics of religion in Indonesia: Syncretism, orthodoxy, and religious contention in Java and Bali*. Routledge contemporary Southeast Asia. New York: Routledge.
- Shipman, P. (2002). *The man who found the missing link: The life and times of Eugene Dubois*. Phoenix, AZ: The Orion Publishing Group.
- Vickers, A. (2013). *A history of modern Indonesia*. Cambridge, MA: Cambridge University Press.

### Reading Schedule & Participation Dates

#### Day 1

- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 8: Java)
- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 7: Surabaya)
- Read (online at website): *Indonesia. Culture shock!: A survival guide to customs & etiquette*
- Participate: Arrival Orientation (Surabaya)
- Participate: Group discussion (effects of culture shock)
- Participate: Gamalan performance

#### Day 2

- Read (online at website): *The Indonesian development experience* (Ch. 7: Challenges in increasing food production in Indonesia)
- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 3: Indonesian cuisine)
- Read: Bahasa Indonesia handout (Lesson 1)
- Participate: Bahasa Indonesia language (Lesson 1 -- Ma Chung University)
- Participate: Rice Paddy walk/*in situ* lecture (importance of rice in Indonesian cuisine)
- Participate: *Malam Minggu* exploration & Hotel Tugu Museum visit/*in situ* lecture

#### Day 3

- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 1: Malang)
- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 2: Transportation)

- Participate: Meet Consul General
- Participate: Ma Chung welcome lunch & buddy pairing
- Participate: Malang city tour/*in situ* lecture (history of Malang)

#### Day 4

- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 10: Mojokerto and Trowulan)
- Read: Bahasa Indonesia handout (Lesson 2)
- Participate: Bahasa Indonesia language (Lesson 2 -- Ma Chung University)
- Participate: Visit Sangosari Handicrafts/*in situ* lecture (economics of Indonesian cottage industries)
- Participate: Candi Sangosari temple/*in situ* lecture (origins of Majapahit empire)
- Participate: Group discussion (Indonesia economics)

#### Day 5

- Read (online at website): *The politics of religion in Indonesia* (Preface: The politics of agama in Java and Bali)
- Read (online at website): *The politics of religion in Indonesia* (Introduction: 'agama', 'adat' and Pancasila)
- Read: Bahasa Indonesia handout (Lesson 3)
- Participate: Bahasa Indonesia language (Lesson 3 -- Ma Chung University)
- Participate: Lecture (overview of Indonesian religions --Ma Chung University)
- Participate: Pakisaji mask-making/*in situ* lecture (use of masks in Javanese religious practices)

#### Day 6

- Read (online at website): *The religion of Java* (Ch. 18: The role of classical art)
- Read (online at website): *Nathaniel's nutmeg* (excerpts)
- Participate: Pasantren visit/*in situ* lecture (tenets of Islam)
- Participate: Blitar history discussion/*in situ* lecture
- Participate: Candlelight dinner at Candi Panataran w/Ramayana dance

#### Day 7

- Read (online at website): *A history of modern Indonesia* (Ch. 2: Cultures of the countryside)
- Read (online at website): *A history of modern Indonesia* (Ch. 4: The revolution)
- Participate: Candi Panataran visit/*in situ* lecture (spread of Majapahit empire)
- Participate: Sukarno's grave/museum/*in situ* lecture (political shifts in Indonesia)
- Participate: Group discussion (Indonesia politics)
- Participate: Gamalan performance

#### Day 8

- Read (online at website): *The politics of religion in Indonesia* (Ch. 8: Spiritualized politics and the trademark of culture)
- Participate: Tour of Balekambang Hindu temple/*in situ* lecture (Hindu religion on modern Java)
- Participate: Exploration of fishing villages/*in situ* lecture (coastal economics)

#### Day 9

- Read (online at website): *Sugar: The grass that changed the world* (Ch. 11: Big sugar and the river of grass)
- Participate: Sugar cane plantation visit/ *in situ* lecture (sugar agriculture)
- Participate: Sugar cane factory visit/*in situ* lecture (international trade)

#### Day 10

- Read (Kindle): *Ring of fire: An Indonesia odyssey* (excerpts)
- Read (online at website): *Hindu Javanese: Tengger tradition and Islam*(excerpts)

- Participate: Candi Jago visit/ *in situ* lecture (Tengger culture& Bromo origin story)

#### Day 11

- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 18: Malang Revisited)
- Read: Bahasa Indonesia handout (Lesson 4)
- Participate: Bahasa Indonesia language (Lesson 4 -- Ma Chung University)
- Participate: Batu village visit/Javanese performing arts/*in situ* lecture
- Participate:Group discussion (Javanese fine arts)

#### Day 12

- Read (online at website): *Ring of fire: An Indonesia odyssey* (additional excerpts)
- Participate: Tempe production visit/*in situ* lecture
- Participate: Brawijaya University visit/ lecture on volcano geology/visit geology display

#### Day 13

- Read (Kindle): *Arriving with the monsoon: Travels in Indonesia* (Ch. 11: Bromo)
- Read (online at website): *The empire of tea* (excerpts)
- Participate: *Wonosari Tea Plantation* visit/*in situ* lecture (the role of tea in an international economy)
- Participate:Tengger culture and history lecture

#### Day 14

- Participate: Bromo calvera exploration
- Participate: Travel in Malang/free time

#### Day 15

- Read: Bahasa Indonesia handout (Lesson 5)
- Participate: Bahasa Indonesia language (Lesson 5 -- Ma Chung University)
- Participate: Bahasa Indonesia language examination (oral)
- Participate: Meet the press (radio and print)
- Participate:Group discussion (Wrap-up)
- Participate:Program evaluation
- Participate: Farewell dinner (Ma Chung University)

#### Day 16 (optional extension)

- Read (online at website): *Batik* (excerpts)
- Participate:Morning train from Malang to Surakarta
- Participate:*Danar Hadi Batik Museum*/Batik factories visit/*in situ* lecture

#### Day 17 (optional extension)

- Read (online at website): *The man who found the missing link* (excerpts)
- Participate: Sangarin UNESCO site & Museum visit/*in situ* lecture on origins of “Java Man” (*Homo erectus*)
- Participate: Surakarta Sunanate/*in situ* lecture/museum visit

#### Day 18 (optional extension)

- Read (book): *Prambanan*
- Participate: Prambanan UNESCO site/ *in situ* lecture