

**AUSTRALIAN CONSORTIUM  
FOR 'IN-COUNTRY'  
INDONESIAN STUDIES  
(ACICIS)**

Professor David T. Hill  
Consortium Director

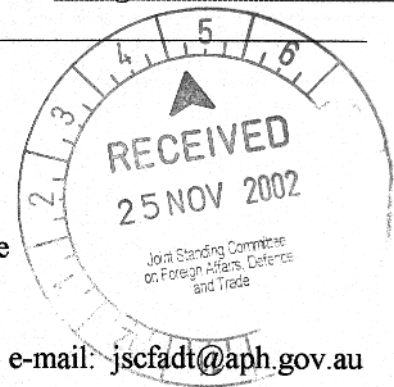


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18 November 2002

Mr Cliff Lawson,  
The Secretary  
Foreign Affairs Sub-Committee  
Joint Standing Committee on Foreign Affairs, Defence and Trade  
Parliament House  
CANBERRA ACT 2600



**Submission to the  
Review of Australia's Relations with Indonesia**

**1) Summary:**

In view of the broad-ranging terms of reference for this Review, this submission restricts itself to discussing **educational aspects of Australian-Indonesian relations**, and in particular it:

- underscores **the central importance of Indonesian language and studies of Indonesia** to the future well-being of the Australian community.
- recommends that Indonesian Studies be designated a **strategic national priority**;
- recommends the Australia Research Council and the Department of Education, Science and Training prioritise Indonesian Studies when funding **both research and teaching**;
- argues that special attention needs to be given to develop and support educational programs that assist Australian students to **spend extended periods studying and living in Indonesia**.
- **recommends specifically direct and substantial Commonwealth government funding for the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS).**

## 2) Preamble:

- a) ACICIS enthusiastically endorses the view that the building of a positive and mutually beneficial relationship between Australia and Indonesia is absolutely central to the future security, prosperity and harmony of both communities. No nation in the world is more fundamental to Australia's long-term future than is Indonesia.
- b) The recent tragic bombings in Bali only underscore the absolutely entwined future Australia has with Indonesia and the vital importance of ensuring Australians are educated and informed about the complex interplay of social, political and economic forces at play in the region in which we live, work and play.
- c) It is imperative that Australia invest now to ensure that the community at large is optimally prepared for engagement with Indonesia at all levels and in all aspects of economic, political, cultural and social life. Australia must develop both the *specialist* expertise in all relevant areas of the bilateral relationship in addition to a *broad-ranging* community understanding of, and appreciation for, Indonesia. We need both fluent speakers of Indonesian, and a broad yet differentiated knowledge of the societies and cultures of our region amongst the *general* population. To achieve this, the government must designate the study of Indonesia and Indonesian language as a *strategic national priority*, and allocate funds for teaching and research accordingly.
- d) Such skills and understanding must be rooted deeply in our *primary and secondary education*. It is at this level that the breadth must be provided, through stimulating, accessible and carefully graded materials and teaching skills to support studies of Indonesia and Indonesian language. These skills must then be enhanced and brought to fruition in our *tertiary institutions*, which must provide the advanced, more specialised, research-based expertise in both Indonesian language and communities, as well as lesser Indonesian regional languages of strategic or scholarly importance.
- e) One of the greatest challenges we face as Australians is to live and work in a complex social, political, religious, ethnic and economic environment where national borders are porous and populations are fluid. Our capacity to benefit optimally from this changing environment will be largely dependent upon the maturity, skill and knowledge of our community: our human resources. We must foster in that community a knowledge of, and respect for, the communities around us, with whom we inevitably and unavoidably share a common space and intertwined future. In even the most self-interested and pragmatic of assessments, the importance of an ability to interact and work with Asia is demonstrated by Australia's economic interdependency with the countries of our region – and most importantly, Indonesia - - through trade and a common demand for skilled human resources, and a requirement for stability and security.

## 3) The State of Indonesian Studies in Australia:

- a) Through the 1970s and 1980s Australia was regarded internationally as one of, if not *the* most accomplished countries in the world for the study of Indonesia. Our scholars – most prominently figures such as Herb Feith, John Legge, Jamie Mackie -- were

internationally regarded and the body of research and teaching undertaken in Australia was second to none. Sadly, we are losing ground as other countries invest heavily in the university sector while the Australian government increasingly retreats from public funding of tertiary education. The leading lights from the 1970s have now either passed away or retired; some key 'next generation' scholars, such as Anthony Reid (ANU) and Richard Robison (Murdoch), have been lured overseas where better funding and research opportunities have better government support.

- b) Young scholars embarking on postgraduate study discover scholarships are rare, and funding inadequate to support their field research in Indonesia. Employment is scarce in an academic world contracting rapidly, starved of funding and drive by a market emphasis on commerce and other generic 'career' qualifications.
- c) The most comprehensive recent assessment of the state of Indonesian studies in Australia was undertaken by the Asian Studies Association of Australia (ASAA) in its report, *Maximizing Australia's Asia Knowledge Repositioning and Renewal of a National Asset* (ASAA, Canberra, 2002)<sup>1</sup>. The report states that 'The study of Indonesia and Indonesian language has faltered in the past five years' (p.xvi). Indonesian studies is undergoing a grave decline around the country, with staff and student numbers contracting or stagnant in many institutions. While there are some upswings, the ASAA Report documents plummeting enrolment figures in key universities since 1998 (Graph 3.3, p.41). In some of these, enrolments have roughly halved between 1997 and 2001! Given the over-whelming geo-political and economic significance of Indonesia for Australia's future well-being and security, this represents extremely poor management of our intellectual resources.

#### 4) **The difficulty of foreign language learning in traditional contexts**

- a) One of the fundamental bases for the building of mutual understanding across cultural differences is the ability to communicate. Language proficiency is the cornerstone of such communication. The teaching of English is deeply embedded in the Indonesian educational system. While there has been considerable support, not least through the NALSAS (National Asian Languages and Studies in Australian Schools) program, to stimulate Indonesian language learning in the school system, we are yet to see substantial numbers of high school learners emerging with near-background speaker Indonesian-language fluency, though this remains a realisable goal.
- b) NALSAS has enabled short-term 'in-country' teacher experience, professional development, resource creation and production. However, with the flagged closure of NALSAS this year, we are in grave danger of losing the gains already made. The states contribute significantly, but the primary responsibility should be for the Commonwealth to ensure a national approach, with associated national benefits.
- c) Academic research has long recognised the considerable difficulty of developing a fluent command of a foreign, or second, language outside that linguistic community. The traditional classroom environment of Australian schools and universities

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<sup>1</sup> This report can be downloaded from <http://www.uws.edu.au/social/asaa/report.pdf>.

presents considerable challenges to teachers. In general, real 'background-speaker fluency' requires a substantial period of residence (preferably with advanced study) in-country.

#### 5) **The importance of 'in-country' study in Indonesia.**

- a) Indonesians have been coming to Australia for education in significant numbers for decades, with some 18,000 Indonesians now studying here in any given year. The knowledge they gain of Australia during the years they spend here greatly enriches their community's understanding of Australia and Australians. They return often to positions of prestige and influence within their community. We can count amongst them university Vice-Chancellors and senior academics, key business and political figures.
- b) By contrast, to the best of my knowledge only one Australian (of non-Indonesian descent), Dr George Quinn, has actually completed a degree from an Indonesian university.
- c) Prior to the establishment of the **Australian Consortium for 'In-Country' Indonesian Studies (ACICIS, pronounced 'Ah-chee-chis')**,<sup>2</sup> it was rare to find more than half a dozen Australian students undertaking a semester's study at an Indonesian university. Short Indonesian-language vacation courses (of between two and six weeks duration) have been popular since the mid-1970s, but only the most adventurous Australian undergraduate actually attempted to enrol in an Indonesian university as a regular student.

#### 6) **The Australian Consortium for 'In-Country' Indonesian Studies (ACICIS).**

- a) The establishment of ACICIS in 1994 (detailed in Appendix 1) provided an efficient, collaborative mechanism through which Australians from any of the 20 member universities can undertake a semester's study at an Indonesian university for credit towards their Australian degree. Consortium members include virtually every university in Australia with any profile in Indonesian studies (see Appendix 2). ACICIS' task is to provide administrative, academic and pastoral support to enable Australian students to live and study safely at universities in Indonesia for a semester or two.
- b) The impact of ACICIS upon Indonesian studies in Australia has been dramatic. More than 500 students have taken this path since August 1995, with 167 having spent a full year studying in Indonesia, something virtually unheard of prior to ACICIS (see Appendix 4 for enrolment statistics).
- c) A snapshot of the ACICIS student population profile for first semester 2002, is given in Appendix 5. They come from a diverse range of universities around Australia, are generally between 19 – 24 years old, with two-thirds female and one-third male.

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<sup>2</sup> Background information on ACICIS is provided in Appendix 1, and on the ACICIS website at: <http://www.she.murdoch.edu.au/acicis/>

- d) Those who spend a second semester in Indonesia usually undertake a program of independent field study producing a substantial written report with oral presentation, both in Indonesian language. An indication of the range of topics is given in Appendix 7.
- e) After their substantial period of residence and study in Indonesia ACICIS graduates are unquestionably amongst Australia's most fluent speakers of Indonesian language and the most sophisticated in their understanding of Indonesian politics, economics, society and culture. Former ACICIS students are now increasingly moving into positions of future influence in the Department of Foreign Affairs and Trade, the Department of Defence, private industry, academe, the media, the teaching profession and international aid organisations. Since 1999, for example, many have been employed in East Timor, as interpreters, translators, aid workers, and consultants by domestic, Australian, and international organisations. They represent Australia's future Indonesia-specialists.
- f) When the Prime Minister, the Hon. Mr John Howard, visited one of our partner universities, Gadjah Mada, in Yogyakarta in February this year during his official visit to Indonesia, we were delighted to have the opportunity of presenting ACICIS students to him. He praised them greatly for their determination and commitment to their studies in Indonesia, and for the contribution they would make to Australian society on their return.
- g) ACICIS enables participating students to select from the widest possible range of Indonesia-related units of study in our various Indonesian partner universities. No Australian university would be able to offer such a range of units. (See Appendix 6 for a list of units taken by ACICIS students in first semester this year.)
- h) The ASAA report praised ACICIS as an indication of 'what can be achieved with limited, but carefully directed funds, spent by experienced, motivated people.' (p.26). However, ACICIS currently receives no government support (with the exception this year of a small project grant from the Australia-Indonesia Institute of the Department of Foreign Affairs and Trade). This absence of government support threatens the future of ACICIS, particularly at a time when the demands upon the consortium are greatest to provide the best possible support infrastructure for our students in Indonesia.

## **7) The need to invest in ACICIS**

- a) In the wake of the Bali bombings ACICIS has been working hard to minimise the impact of recent events upon our operations, in the interests of all our students and their home universities. We are striving to continue in-country study programs next year. However, we are facing considerable difficulties and uncertainties, not the least of which is financial.
- b) As recently as 18 September the Minister for Education, Science and Training, the Hon Dr Brendan Nelson MP, replied to our request for funding indicating that he regards ACICIS as a 'valuable program for the promotion of Indonesian language

studies by Australians and offering an important service in providing a safe, supportive environment for Australian students in Indonesia'. Despite such expressions of support and our proven track-record over many years, we have been unable to get any DEST funding since our first semester of operations in 1995.

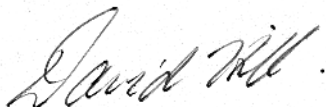
- c) In the light of the current extraordinary circumstances since the Bali bombing, which threaten to drive a wedge into relations between Australia and Indonesia, we appeal to the Commonwealth Government to re-consider the national benefits which would flow from federal support funding for ACICIS. Without such external funding ACICIS faces the likelihood of substantially curtailed operations or possibly closure by the middle of 2003. The consequence of this would be the loss of the program that produces this country's most accomplished graduates in Indonesian studies, the achievers most likely to bring to the nation's service vital skills so crucial to successful relations with Indonesia.
- d) If ACICIS is forced to close in mid-2003, it is almost certain that once again only a bare handful of Australians would spend a semester studying in Indonesian universities, and our national capacity to interpret and liaise effectively with our nearest neighbour would decline accordingly. It has taken several years to build up our national program for 'in-country' Indonesian studies; it would take many more years to recover if it fails to survive these coming years of challenge in our bilateral relationship.

## 8) Recommendations

I therefore urge the Committee in its report:

- 1) To **underscore the central importance of Indonesian language and studies of Indonesia** to the future well-being of the Australian community.
- 2) To recommend that Indonesian Studies be designated a **strategic national priority** and that the Australia Research Council and the Department of Education, Science and Training be instructed to recognise this in prioritising funding for both research and teaching.
- 3) To **recommend specifically direct and substantial Commonwealth government funding for the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS)** for a minimum period of five years.

Should the Committee feel it would be of assistance, I would be pleased to discuss this submission, or any other aspect of Australia's relationship with Indonesia, at your convenience.



Professor David T. Hill  
ACICIS Consortium Director

## **Appendices:**

- 1) An Introduction to the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS)
- 2) ACICIS Member Universities
- 3) ACICIS Reference Group members
- 4) Profile of cumulative ACICIS student numbers
- 5) Profiles of student numbers for Semester 13 (Jan-June 2002), showing home university, age and gender.
- 6) Most popular subjects in first semester 2002.
- 7) Field study option topics (first semester 2002).

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**APPENDIX 1:**

**AN INTRODUCTION  
TO THE  
AUSTRALIAN CONSORTIUM FOR 'IN-COUNTRY' INDONESIAN STUDIES  
(ACICIS)**

**History:**

In 1990 the School of Asian Studies at Murdoch University, Perth, introduced a specialist four-year Bachelor of Asian Studies degree, which extended the conventional BA (Asian Studies) by one year. During that year the students, who could specialise in either Chinese, Indonesian or Japanese, attend a university in Asia to enhance their fluency.

The initial language program worked well, and the improvement in language skills was dramatic. But, in the case of Indonesia, there were considerable organisational difficulties. It took more than a year from the time of application to get the appropriate student visas from Jakarta, making forward planning difficult for students, and there were concerns about the need to closer supervision of students in-country, particularly with regard to personal safety and security. In addition, overall management of the operation was very time-consuming, when compared to the limited number of students.

In 1994 Dr David Hill of Murdoch University was awarded National Priority (Reserve) Funds (\$100,000) from the Commonwealth Department of Education, Employment and Training to develop the concept of a national consortium for in-country Indonesian studies. In 1995, the National Priority (Reserve) Fund provided an additional \$100,000 to enable a pilot semester to be undertaken. Since then no direct Department of Education funding has been provided to support ACICIS.

From these beginning Murdoch University has built the national Australian Consortium for 'In-Country' Indonesian Studies (ACICIS), the largest consortium of its kind in Australia, which includes virtually all Australian universities with any profile in Indonesian studies (for List of Member Universities, see Appendix 2). ACICIS provides a single collaborative mechanism through which students from any member university can undertake study for academic credit at an Indonesian partner university, with the full support of the consortium's administrative pre-departure and in-country infrastructure.



## **Operations:**

ACICIS runs the 'Study Indonesia Program' to enable Australian students to undertake semester-long studies at Indonesian universities with a minimum of frustration and delay, and with comprehensive academic and pastoral support 'in-country'.

With the assistance of the Indonesian Department of National Education, the Indonesian Embassy in Canberra, and the Australian Embassy in Jakarta, the semester placements have continued smoothly from 1995 until this semester was truncated due to the Bali bombings, despite a variety of tensions in bilateral political relations over past years. In the 15 semesters of our operations, more than 500 Australian students have completed studies in Indonesia through ACICIS, all credited back to their Australian degrees.

## **Administrative Structure:**

Australian universities wishing to join the Consortium sign an MOU and pay an annual membership levy.

Consortium policy is determined by a national Reference Group of leading Indonesia-specialists from around Australia, chaired by Professor David Hill, the Consortium Director (For membership of the national Reference Group, see Appendix 3).

ACICIS maintains a small part-time Secretariat at Murdoch University to process applications, provide information and pre-departure advice, exercise overall management of the consortium's operations, and liaise with member universities. The consortium employs a senior Australian academic as Resident Director in Indonesia. The current Resident Director, Dr Joost Coté of Deakin University, took up the position in July 2002.

The Resident Director (RD) provides academic, administrative, and pastoral support for students in-country. This includes running an initial Orientation Program on arrival and regular 'check-point' meetings with all students to monitor academic progress and social and cultural adjustment. The Resident Director also ensures that accurate academic reports are provided to the students' home universities, since member universities give full academic credit to their students for the 'Study Indonesia Program'.

The role of the Resident Director is crucial to the success of the consortium, since they provide vital oversight of all aspects of in-country operations, particularly regarding security and risk assessment during times of political uncertainty. The RD liaises directly with the Australian Embassy security officers and staff, the Indonesian host universities, the local police and security organisations, and a variety of other informal sources of information on local conditions.

## **Study Options:**

Through its agreements with various Indonesian universities, ACICIS offers a range of in-country study options.

ACICIS students can enrol in virtually any faculty at the host university. Students select from a wide variety of semester-long study options.

Most popular is the Flexible Immersion option at Gadjah Mada University in Yogyakarta. Students take a combination of language subjects designed for non-background speakers together with regular curriculum subjects in which they sit alongside Indonesian nationals.

More challenging is the Field-study project, based at Muhammadiyah University, Malang, in which students with good Indonesian can work independently, under the supervision of an Indonesian academic, on a research topic of their own choice. This is a popular option for advanced and Honours-level students. Smaller numbers of students study at the Indonesian Institute for the Arts (Institut Seni Indonesia, ISI) in Yogyakarta.

Additional options include a Teacher option based at Yogyakarta State University (Universitas Negeri Yogyakarta, formerly the Yogyakarta Teachers' College), designed to provide current or prospective teachers of Indonesian language with a combination of specialist language classes, general curriculum subjects, and teaching practicum experience in Indonesian schools.

The six-week summer Journalism Professional Practicum began this year, with financial support from the Australia-Indonesia Institute of the Department of Foreign Affairs and Trade. Designed for students from journalism and media studies, this study option combines a two-week intensive course at Atma Jaya Catholic University, Jakarta, with a four-week internship with an English-language media organisation in the Indonesian capital. Students are placed with a range of media, including the daily Jakarta Post, the prestigious weekly Tempo, private and public television stations, and public radio.

Additional study options are under consideration, and will be undertaken when finances and security circumstances permit.

### **Evaluation:**

Despite the rigours of in-country study, student satisfaction has been high since the establishment of ACICIS. More than 98% of respondents to anonymous Student Evaluation questionnaires completed at the conclusion of the semester have indicated they would recommend the Study Indonesia Program to other students in their universities. This is an extraordinarily positive response.

To a large extent, this high level of satisfaction is due to the presence of the Resident Director who provides a comprehensive support for students, from arrival to departure, encouraging them to move outside the classroom and into the broader Indonesian community through a variety of activities.

### **Finance and Funding:**

Secure, on-going funding remains a continuing challenge for ACICIS and consumes a large amount of the Secretariat's time.

Apart from initial National Priority (Reserve) funding (1994-95), we have had targeted project funding from:

- the Australia-Indonesia Institute of the Department of Foreign Affairs and Trade, as follows:

- 2002: \$25,000
  - 2001: \$19,473
  - 2000: \$25,000
  - 1998: \$32,195
  - 1996: \$41,918
- Sangora Educational Foundation (WA)
- 1998: \$8,600

We have approached a variety of companies and trusts for support (including News Corporation Trust, the Myer Foundation, BHP Billiton Trust) but have been unsuccessful.

Our routine revenue comes from:

Member universities annual levies (\$900 plus GST)

Student tuition payments (\$2,000 for member university students; \$2,500 for other students; \$3,000 for private participants)

We supplement our revenue by providing 'tailored' individual programs, which are offered to government departments such as Defence, and to private firms or individuals (cost by negotiation).

ACICIS continues to receive generous 'in-kind' support from Murdoch University, as the consortium's host university.

**Further details:**

are available on the ACICIS website at: <http://www.she.murdoch.edu.au/acicis/>

Or contact: ACICIS Consortium Director, Professor David T. Hill

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## **Appendix 2: ACICIS Member Universities**

Australian National University  
Central Queensland University  
Curtin University of Technology  
Deakin University  
Flinders University of South Australia  
La Trobe University  
Monash University  
Murdoch University  
Queensland University of Technology  
University of Sunshine Coast  
University of Melbourne  
University of New England  
University of New South Wales  
University of Queensland  
University of Sydney  
University of Tasmania  
University of Technology Sydney  
University of Western Australia  
University of Western Sydney  
University of Wollongong

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## **Appendix 3: ACICIS Reference Group Members**

Professor David Hill (Murdoch) – Chair  
Dr Lyn Parker (UWA) – for WA  
Professor Colin Brown (Flinders) – for SA/NT  
Dr Michael Ewing (Melbourne) – for Victoria  
A/Professor David Reeve (UNSW) – for NSW  
Dr George Quinn (ANU) – for ACT and Tasmania  
Dr Helen Creese (UQ) – for Queensland  
Professor Gary Martin (Murdoch Advisory Committee)

#### **Appendix 4: Profile of cumulative ACICIS student numbers.**

Detailing:

- **New students**
- **Continuing students, (also shown as a percentage of total students enrolled):**
- **Totals for each semester**
- **Totals for each Australian academic year**

<b>Semester Number</b>	<b>Starting date of semester</b>	<b>New Students enrolling</b>	<b>Cont. for a 2<sup>nd</sup> seem.</b>	<b>% of students cont. for a 2<sup>nd</sup> seem.</b>	<b>Total no of students each semester</b>	<b>Total no of students each Aust. acad. year</b>
1	Sept 1995	28			28	28 (1995)
2	Feb 1996	28	11	39%	39	
3	Sept 1996	19	8	27%	27	66 (1996)
4	Feb 1997	45	8	42%	53	
5	Sept 1997	38	11	25%	49	102 (1997)
6	Feb 1998	50	8	21%	58	
7	Sept 1998	26	10	20%	36	94 (1998)
8	Feb 1999	62	4	15%	66	
9	Sept 1999	34	25	40%	59	125 (1999)
10	Feb 2000	55	9	26%	64	
11	Sept 2000	17	20	36%	37	101 (2000)
12	Feb 2001	32	7	41%	39	
13	Sept 2001	18	15	47%	33	72 (2001)
JPP 1*	Jan 2002	13	N/a	N/a	13	
14	Feb 2002	40	7	39%	47	
15	Sept 2002	24	24	60%	48	108 (2002)
<b>Totals</b>		<b>529</b>	<b>167</b>		<b>696</b>	<b>696</b>

\*Note: JPP 1 was a pilot Journalism Professional Practicum (JPP) running for 6 weeks. The number of students who have studied with ACICIS since September 1995 is **529**. 167 students have studied for a full year and 349 for one semester, and 13 for a 6-week JPP. These figures do not include programs tailored for individual participants from outside the university sector, e.g. journalists, public servants.

**Appendix 5: Profiles of students numbers for Semester 14 (Jan.-June 2002) showing home university, age and gender:**

University	Total Number	Continuing students	New students
1. Adelaide University	1		1
2. Australian National University	13	4	9
3. Curtin University	1		1
4. Deakin University	1		1
5. Flinders University	4		4
6. Monash University	2		2
7. Murdoch University	5	1	4
8. Sydney University	1		1
9. University of Melbourne	4	1	3
10. University of NSW	3	1	2
11. University of Queensland	4		4
12. University of Technology, Sydney	4		4
13. University of Western Australia	2		2
14. University of Western Sydney	2		2
<b>Total</b>	<b>47</b>	<b>7</b>	<b>40</b>

**Ages:**

Age	Numbers of students
19 – 24	36
25 – 29	8
30 and above	3

**Gender:**

Female 30 (64%)  
 Male 17 (36%)

	Female	Male
Continuing	3	4
New	27	13
<b>Total</b>	<b>30</b>	<b>17</b>

**Appendix 6: Most popular subjects at Gadjah Mada University (1<sup>st</sup> semester 2002):**

Subject	Number of students enrolled
Grammar (Advanced)	19
Javanese Gamelan II	18
Vocabulary (Advanced)	13
Indonesian for Research	12
Writing (Intermediate)	12
Indonesian Grammar (Intermediate)	11
Vocabulary (Intermediate)	11
Javanese for Foreigners	10
Conversation (Intermediate)	9
Anthropology of Women	7
Translation English-Indonesian (Advanced)	6
Practical Language (Intermediate)	6
Reading (Intermediate)	6
Basic Photography	6
The Development of Islam	6
Southeast Asian International Relations	5
Writing (Advanced)	4
Politics and the Military	4
Indonesian Language	4
Conflict Analysis and Transformation	4
Ethnophotography	3
Ancient Indonesian History	3
Vocabulary (Beginner)	3
Grammar (Beginner)	3
Reading (Beginner)	2
Conversation (Beginner)	2
Practical Language (Beginner)	2
Environmental Law	2
Writing (Beginner)	2
Introduction to Indonesian Law	2
Politics and Government in Southeast Asia	2
Study of International Security	2
Introduction to the Study of Human Rights	2
Australian Foreign Policy	2
Introduction to Peace Studies	2
Rural Development	2
International Politics	2
History of Western Asia	2
Development of Hinduism and Buddhism in Indonesia	2
Ethnography of Irian	2
Indonesian Literature	1
Indonesian Economic Development	1

Family Inheritance Law	1
Trade Law	1
Photography	1
Tax Law	1
Ancient Javanese	1
Balinese Language	1
Tourism and International Relationship	1
Indonesian Art and Society	1
History of Fine Art	1
Introduction to Indonesian Law	1
16th-18th Century Indonesian History	1
Traditional Indonesian Historiography	1
Political Economy of Development	1
Reading (Advanced)	1
Issues of Regional Autonomy Policy	1
Ethnography of Sundanese	1



**Appendix 7: Field study option topics (1<sup>st</sup> Semester 2002)**

1. CAMPBELL, Mr Christopher Mark	“Ngapain ke Candi?”: Penggunaan peninggalan purbakala di Jawa Timur <i>“Why go to temples?” The role of ancient temples in East Java</i>
2. NINK, Ms Kipley Laura	Nelayan Sulawesi Selatan yang melaut ke Australia: Kemampuan dan teknologinya. <i>South Sulawesi fishermen who fish in Australia: Their technology and knowhow</i>
3. PSILOPATIS, Mr John	Aremania: Dari latar belakang hooliganisme ke para suporter sepak bola teladan. <i>Aremania: From hooliganism to model soccer supporters.</i>
4. REARDON, Mr Sean Patrick	Peristiwa 1965/1966: Pembunuhan massal PKI. <i>The mass killing of members of the Indonesian Communist Party: 1965/66</i>
5. SHARPE, Ms Joanne Mary	Semangat ‘Indie’: Sebuah pembahasan tentang keberadaan dan makna gerakan film independen di Indonesia. <i>‘Indie’ spirit: The independent film movement in Indonesia</i>
6. WORCESTER, Ms Adelaide Louise	Pelacuran dalam konteks budaya <i>Prostitution in a cultural context</i>
7. COUTAS, Ms. Penelope Lynne	Cara mengajar bahasa di SMU Negeri 3, Yogyakarta <i>Language teaching at the SMU Negeri 3, Yogyakarta</i>