

ANU Extension



PERFORMING INDONESIAN LANGUAGE

H COURSE



H Course

University: Australian National University		Course Code	
Course Title: PERFORMING INDONESIAN LANGUAGE			
Classification: H Course			

Unit Titles	Value (1.0/0.5)	Length	Unit Codes
Youth, Media and Performance	1.0	3Q	
Political Performance	1.0	3Q	

Dates of Course Recognition:	From	2015	To	2019
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H Course Supporting Statement

University: Australian National University

Course Code

Course Title: PERFORMING INDONESIAN LANGUAGE

Detail Reasons:

Indonesian has strong strategic importance for Australia and priority status in Australian education systems, yet the study of Indonesian language is in crisis. This H Course is intended to build the number of students studying Indonesian language and culture, and improve the quality and depth of students' learning. It provides links between school-based education and tertiary studies, inviting new generations of Indonesian language learners into a community of Indonesian language and culture experts at The Australian National University.

The Hill report on *Indonesian Language in Australian Universities: Strategies for a stronger future (2012 - see course bibliography)* identified a crisis in Indonesian language learning in both school-based and tertiary education, with fewer Year 12 students studying Indonesian in 2009 than there were in 1972. In the ACT, the only colleges that offer an Indonesian program of study are Narrabundah College and Burgmann College. This severely limits the number of students able to study Indonesian in college and leaves students from a number of high schools where Indonesian is taught with no option of continued study, thereby dampening their motivation to engage with the language program at their high school.

This H Course takes a creative and innovative approach to language teaching, content, and curriculum. It draws on the significant research into and success of Content and Language Integrated Learning (CLIL - see course bibliography) both in Europe and Australia to creatively engage students through performance-based activities, guided research into student-directed projects, and high-order content delivered in a prestigious university setting.

In this course students will work across the boundaries between Indonesian and English by learning significant content-orientated Indonesian language, keywords, language features and English derived cognates in a way which recognises the blending of languages made possible by modern technology and processes of globalisation. Through integrated performance content students will develop the ability to consciously and strategically select communicative language, and become active, risk-taking users of the language, aware of the challenges of performing another language and the strategies which can help them overcome these challenges. The integrated performance and social studies content of this course will be assessed through the relevant acquired Indonesian language and the student's ability to explain their use of that language.

Course Name: PERFORMING INDONESIAN LANGUAGE

Course Classification: H Course

Course Developers

Name	Qualifications	College
Amrih Widodo	BA (Linguistic and Language Teaching) MA (Linguistics and Language Teaching) MA (Anthropology)	The Australian National University
Zara Maxwell-Smith	B Arts, B Asian Studies, GradDip Education in Secondary Teaching	Caroline Chisholm High School, ACT.

We gratefully acknowledge the work of Anita Patel in developing the Indonesian language courses that support this H course, and the contributions of John K See.

Course Length and Composition

Unit Title	Unit Value
Youth, Media and Performance	1.0
Political Performance	1.0

Available course patterns

Course	Minimum number of hours per course	Number of standard 1 value units to meet course requirements
Minor	110 hours	2 units of 55 hours

Implementation Guidelines

Compulsory units

The two units in this course are designed as non-sequential, discrete units. Studying both units will increase the depth of students' learning and understanding of the content covered and is necessary in order to complete a minor in this course.

Prerequisites for the course or units within the course

This course and its units are designed to be studied individually, but will be enhanced when studied sequentially or in combination with other studies of Indonesian language or societies in Asia. The BSSS requires that where an H course can include students who are concurrently studying the same course in their home college and those who are not, the H course provider must inform students of this in writing and that the assessment will be the same for all students.

Relationship with other courses

This course is designed to complement and support other Indonesian language courses and can be taken as a minor or an individual unit for this purpose. The use of performance-based language learning and integrated content will provide students already studying Indonesian with an opportunity to deepen their understanding of the language within authentic contexts and understand more about the role the language

plays in Indonesia. The course will also provide students with an opportunity to create social and academic networks amongst a community of Indonesian language learners and academics studying Indonesia, thereby supporting their concurrent study of other Indonesian language courses.

Contribution towards ATAR

Students can count up to two H courses to a maximum weight of 1.2 (equivalent to 2 minors) out of the required 3.6 in the calculation of the ATAR.

A maximum of 4 standard units from H courses can contribute to the minimum requirements for a Year 12 Certificate and Tertiary Entrance Statement.

Reporting of H courses on the ACT Year 12 Certificate

Home college and H courses are reported separately, each with its own course type.

A T classified major minor and H minor in the same subject are equivalent to a double major course type.

Subject Rationale

As outlined in the *Languages Course Framework 2007*, learning languages:

- Enriches our learners intellectually, educationally and culturally.
- Enables our learners to communicate across cultures.
- Contributes to social cohesiveness through better communication and understanding.
- Further develops the existing linguistic and cultural resources in our community.
- Contributes to our strategic, economic and international development.
- Enhances employment and career prospects for the individual.

In addition, building language capabilities and expertise with a view towards Asia has been identified as key to Australia's future. The following publications have recognised the importance of studying Asian languages and societies in schools:

Australian Curriculum, Assessment and Reporting Authority, 2012 *The Shape of the Australian Curriculum paper v3.0* Retrieved from

http://www.acara.edu.au/verve/resources/The_Shape_of_the_Australian_Curriculum_V3.pdf

Australian Curriculum, Assessment and Reporting Authority, 2011 *Shape of the Australian Curriculum: Languages* Retrieved from [http://www.acara.edu.au/verve/resources/Languages -](http://www.acara.edu.au/verve/resources/Languages_-_Shape_of_the_Australian_Curriculum.pdf)

[_Shape_of_the_Australian_Curriculum.pdf](http://www.acara.edu.au/verve/resources/Languages_-_Shape_of_the_Australian_Curriculum.pdf)

Commonwealth of Australia, Department of Prime Minister and Cabinet, 2012 *Australia in the Asian Century White Paper*, Retrieved from <http://asiancentury.dpmc.gov.au/white-paper>

Commonwealth of Australia, Department of Education, Employment and Workplace Relations, Michelle Kohler, Dr Phillip Mahnken 2010 *The Current State of Indonesian Language Education in Australian Schools* Retrieved from <http://foi.deewr.gov.au/documents/current-state-indonesian-language-education-australian-schools>

Commonwealth of Australia, Ministerial Council on Education, Employment, Training and Youth Affairs, 2008 *Melbourne Declaration on Educational Goals for Young Australians*, Retrieved from http://www.mceecdya.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

David Hill, 2012 *Indonesian Language in Australian Universities: Strategies for a stronger future*, Retrieved from <http://altcfellowship.murdoch.edu.au/finalreport.html>

Goals

Performing Indonesian Language H Course aims to develop students who understand and use language and performance to demonstrate critical insight into Indonesia and its cultural, linguistic, political, religious and social diversity. It aims to achieve this by building language skills through integrated content, guided research and performance-based language activities, at a level equivalent to a first year course in Indonesian language and culture studies at the ANU.

This course should enable students to:

- strategically select and manipulate language to establish and maintain interpersonal communication
- exchange and explore information and ideas from spoken, written and visual texts, in a variety of modes
- respond creatively and/or critically to a variety of text types
- demonstrate, through the use of the Language, an understanding of the culture of the target language community communicate in increasingly complex linguistic and cultural contexts showing
- strong control over linguistic elements and an awareness of audience and purpose develop independent, problem solving and collaborative learning skills
- develop competence in the use of appropriate technology
- analyse and respond to relevant literature in the target language

Student Group

This H course is designed for students who intend to complete further studies of Indonesian language or Asian societies, or who intend to work in or on matters related to Indonesia. The course will require that students are proactive and self-disciplined in their studies. The students taking this course, or single units in this course, are likely to come from diverse linguistic and cultural backgrounds. The specific content and language covered in the units of this course is designed to be challenging for students who are new to Indonesian and studying Asian societies, as well as those who are background language learners and/or studying another Indonesian language course.

However, students who have lived in Indonesia for a significant length of time will not be allowed to do this course because their extensive experience would advantage them over other students. Students in this situation can apply to the ANU Performing Indonesian course convenor if they believe their particular circumstances would not advantage them over other less experienced students doing the course.

Content

The course content will include the broad topics listed below and explained in more detail in the specific semester units:

- An introduction to language learning skills and metalanguage
- Youth as cultural beings and the media
- Borrowing language, culture and performance
- From Political Culture to Identity Politics
- Social Media and Political/Cultural Activism
- Researching in Indonesian

Assessment

Assessment tasks will consist of 4 to 6 summative items for a 1.0 value unit. Assessment tasks will integrate the Speaking/Performance, Writing and Responding task types into combined assessment items. These integrated tasks will allow content and skills to be learnt in more authentic and co-related ways.

Assessment Task	Weighting	
Speaking/Performance task with a written rationale and journal log	70%	
	Integrated Task Types	Speaking (40%) Writing (30%)
Responding tasks based on unseen content	30%	
	Task Type	Responding (30%)

Moderation

10.2.2 Moderation of H courses (2012 BSSS Policy and Procedures Manual)

Teachers of H courses will be required to present portfolios of student work for verification that units are taught and assessed as documented. The Moderation Officer should report any concerns to Board.

A Year 11 review portfolio will be prepared in December, after the end of the first 1.0 value unit for BSSS Moderation Day 1 in the following year.

A Year 12 review portfolio will be prepared following the completion of the Year 12 unit.

Review portfolios will present the work of two students at different grade levels.

Grades in H courses are not subject to moderation.

Bibliography

Reports

Australian Curriculum, Assessment and Reporting Authority, 2012 *The Shape of the Australian Curriculum paper v3.0* Retrieved from

http://www.acara.edu.au/verve/resources/The_Shape_of_the_Australian_Curriculum_V3.pdf

Australian Curriculum, Assessment and Reporting Authority, 2011 *Shape of the Australian Curriculum: Languages* Retrieved from

http://www.acara.edu.au/verve/resources/Languages_-_Shape_of_the_Australian_Curriculum.pdf

Commonwealth of Australia, Department of Prime Minister and Cabinet, 2012 *Australia in the Asian Century White Paper*, Retrieved from <http://asiancentury.dpmc.gov.au/white-paper>

Commonwealth of Australia, Department of Education, Employment and Workplace Relations, Michelle Kohler, Dr Phillip Mahnken 2010 *The Current State of Indonesian Language Education in Australian*

Schools Retrieved from <http://foi.deewr.gov.au/documents/current-state-indonesian-language-education-australian-schools>

Commonwealth of Australia, Ministerial Council on Education, Employment, Training and Youth Affairs, 2008 *Melbourne Declaration on Educational Goals for Young Australians*, Retrieved from http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

David Hill, 2012 *Indonesian Language in Australian Universities: Strategies for a stronger future*, Retrieved from <http://altcfellowship.murdoch.edu.au/finalreport.html>

Books

Coyle, D. Hood, P. Marsh, D. 2011 "CLIL: Content and Language Integrated Learning" Cambridge University Press.

Sneddon, J. 2003, *The Indonesian Language: Its history and role in modern society*, University of New South Wales Press, Sydney.

Journal Articles

Pennycook P 2012 "Spice it up: Translingual education", *Babel*, Vol 47, No 1, AFMLTA, pp 4-13.

Smala, S. (2009) *New Literacies in a Globalised World*. Introducing: Content and Language Integrated Learning (CLIL) Simone Smala, University of Queensland, Australia.

Web sites

Curriculum Development Content and language Integrated learning (CLIL-CD) < <http://clil-cd.ecml.at/>> European Centre for Modern Languages.

Resources

Inside Indonesia <<http://www.insideindonesia.org/>> Indonesian Resources and Information Program (IRIP).

The Indonesian Way (online) <<http://www.indonesian-online.com/materials/the-indonesian-way/>> Originally composed by George Quinn, the materials have been adapted for online learning by Ulrich Kozok of the Indonesian Language Program at the University of Hawaii at Kanoa between 2009 and 2012.

These were accurate at the time of publication.

Youth, Media and Performance

Value: 1.0

Prerequisites

Nil

Specific Unit Goals

This unit should enable students to:

1. demonstrate understanding of the ways in which language and performance shape and embody culture and identity, and vice versa
2. explain and analyse the significance of performance within activist, youth, religious and popular culture movements
3. use performance and Indonesian language to communicate cultural meanings in a creative, confident and coherent manner, and explain how they have used performance and language to communicate
4. respond critically and creatively to a range of stimulus materials for example: film, internet resources, music videos, radio, news outlet reports
5. effectively extend and deepen their research skills by using Indonesian language to access resources and information otherwise unavailable
6. critically analyse how translation processes affect communication across languages, expressing a clear understanding of the effectiveness and limitations of using automated translating devices and appropriate methods of using such devices
7. demonstrate understanding of the dynamism and complexity of language ecology in Indonesia,
8. demonstrate an understanding of the way in which Islam affects contemporary Indonesian life

Content

An introduction to language learning skills and metalanguage

- Language norms and registers
 - The significance of keywords in language and culture
 - Using metalanguage and shared reflective activities as a means to examine how language and performance is intended to create meaning and how it is understood by different audiences
- Performance and audience
 - Language as more than linguistic structures
 - Meaning in movement and body language
 - Audience interpretation
- Using technology to access language and culture
 - Automatic translation devices
 - Methods of checking translations for accuracy
 - The dangers of inaccurate translation

Youth as cultural beings and the media

- Youth as cultural beings
 - Indonesian cultural, linguistic, religious and ethnic diversity.
 - Suggested case study: Jakarta youth groups

- Youth as performers of culture
Manipulating performance and language to express culture: practical performance elements and how to use them
Suggested case study: Tanoker Ledokombo
Suggested extended case study: Hip hop and the enactment of Javanese identity
- Culture in the media
Youth performances represented in film, music videos, radio, news outlet reports and online
Suggested case study: Bandung rock underground

Keywords: pemuda, revolusi, gerakan mahasiswa, normalisasi kampus, forum diskusi, kenakalan remaja, ABG, preman, generasi muda, bentrokan, narkoba, reformasi, prokem, bahasa gaul, cuek, nongkrong.

Borrowing language, culture and performance

- In the middle of Indonesia: the Javanese
Loanwords in Javanese hip hop (continuing extended case study)
The power of language: inclusion and exclusion among performers and audiences
- Indonesian language ecology
A brief history of major influences on Indonesian languages and dialects
Borrowing from English and other European languages
Suggested case study: The use of English to mark status in television
- Borrowing from and recreating Islam and Arabic
Historical influences of Islam, Arabic and other languages of Islam on the development of Indonesian language and scripts
- Popular Islamic Performance
Development and mainstreaming of Islam through media, popular culture and entertainment industry with particular focus on publication (fiction and self-help books), film, TV drama, and fashion. Issues on gender and identity politics in Islamic performance.
Suggested case studies: Islamic pop music, and/or Islamic fashion runways, and/or representations of Islam and women in film

Keywords: kebudayaan nasional, seni pertunjukan, kesenian tradisional, teater rakyat, badan sensor, Taman Ismail Marzuki, Taman Budaya, tontonan, tari kreasi baru, kampungan, gedongan, wayang, gamelan, dangdut, keroncong, campursari, seniman, pekerja budaya

Teaching and Learning Strategies

This course will take place during weekly 2-hour sessions and a single full-day workshop held at the ANU. Four major approaches to teaching and learning will be used by teachers of this course.

Integrated content

Students will study the meaning of performances and language in Indonesia within the broader linguistic, cultural, political and religious setting. In doing so they will:

- be exposed to many examples of language and performance within authentic contexts
- deal with unfamiliar language eg. decoding, guessing, analysing

Guided research

Using computer labs and web-quest style teaching guided research sessions will encourage students to work together and draw on teacher expertise as well as experiment with their own language and research techniques. Relevant teaching and learning strategies include:

- communicative activities: pair work, group work
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- authentic learning tasks and texts
- dealing with unfamiliar language eg. decoding, guessing, analysing
- subject specific internet resources
- extending students' knowledge through use of technology

Performance-based activities

Using hands-on, drama-style performance-based activities students will have opportunities to develop performance abilities and confidence in these abilities. Relevant teaching and learning strategies include:

- communicative activities: pair work, group work, interactive surveys, role plays
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- student presentations
- discussion and debate

Set readings and workshop presentations

Set readings and formal presentations during full-day workshops will provide background and deeper insight into the content being studied. In doing so students will be exposed to:

- authentic learning tasks and texts
- guest speakers
- discussion and debate
- deal with unfamiliar language eg. decoding, guessing, analysing

A note on student diversity

The students taking this unit are likely to come from diverse linguistic and cultural backgrounds. The specific content and language covered in the units of this course is designed to be challenging for students who are new to Indonesian and studying Asian societies, as well as those who are background language learners and/or studying another Indonesian language course. The nature of the student group will be described to students during the introductory sessions so all are aware of the backgrounds of those taking the course.

Assessment

There will be 4 to 6 summative items for this unit. Assessment in this unit will integrate the speaking task type with the written task type.

Assessment Task	Weighting	
Speaking/Performance task with a written rationale and journal log	70%	
	Integrated Task Types	Speaking (40%) Writing (30%)
Responding tasks based on unseen content	30%	
	Task Type	Responding (30%)

Specific Unit Resource

Core Resources

Inside Indonesia <<http://www.insideindonesia.org/>> Indonesian Resources and Information Program (IRIP)
 The Indonesian Way (online) <<http://www.indonesian-online.com/materials/the-indonesian-way/>>
 Originally composed by George Quinn, the materials have been adapted for online learning by Ulrich Kozok of the Indonesian Language Program at the University of Hawaii at Kanoa between 2009 and 2012.

Readings

- Barendregt, Bart. 2010. "Pop, Politics and Piety: Nasyid Boy band Music in Muslim Southeast Asia," paper presented at a workshop on "Cultural Performance in Post-New Order Indonesia", 28-30 July 2010.
- Bodden, Michael. 2001. "Rap in Indonesian youth music of the 1990s: Globalisation, outlaw genres, and social protest." *Asian Music*, Volume 36, Number 2, Summer/Fall 2005, pp. 1–26.
- Boonstra, Sadiyah, 2011. "[Performing Islam](#)", *Inside Indonesia* 106: Oct-Dec 2011.
- Baulch, Emma. 2002. "Creating a scene: Balinese punk's beginnings." In *International Journal of Cultural Studies*, Vol. 5(2), pp. 153-177.
- Hatley, Barbara. 2009. *Javanese Performances on an Indonesian Stage* Singapore: NUS Press.
- Hill, David, and Sen, Krishna, (1997), [Wiring the Warung to global gateways: The Internet in Indonesia](#), *Indonesia*, April, 63, pages 67 - 89.
- Hill, David, and Sen, Krishna, (2005), [The Internet in Indonesia's New Democracy](#),

Routledge.

[Inside Indonesia 85, Youth Culture](http://www.insideindonesia.org/feature-editions/past-editions/edition-85-jan-mar-2005) (<http://www.insideindonesia.org/feature-editions/past-editions/edition-85-jan-mar-2005>).

[Inside Indonesia 83, Art and Politics](http://www.insideindonesia.org/feature-editions/past-editions/edition-83-jul-sep-2005) (<http://www.insideindonesia.org/feature-editions/past-editions/edition-83-jul-sep-2005>).

Lim, M. (2012). [Life is Local in the Imagined Global Community: Islam and Politics in the Indonesian Blogosphere](#), *Journal of Media and Religion*, Vol. 11(2).

Mrazek, Jan. 1999. "Javanese Wayang Kulit in the Times of Comedy: Clown Scenes, Innovation, and the Performance's Being in the Present World. Part One." *Indonesia*, Vol. 68 (Oct., 1999), pp. 38-128.

Saxby, David. 2005. "Youth Indonesian", *Inside Indonesia*, 85: Jan-Mar 20065.

Sulistiyani, Hapsari. 2005. "[Girl culture on the big screen](#)", *Inside Indonesia*, 85: Jan-Mar 2005.

Uttu, 2005. "[Distro](#)", *Inside Indonesia*, 85: Jan-Mar 2005.

Van Langenberg, Michael, 1990. "The New Order State: Language, Ideologi, Hegemony," in Arief Budiman (ed), *State and Civil Society in Indonesia*, Clayton, Victoria: Center for Southeast Asia Studies, Monash University.

Widodo, Amrih. 2008, "[Writing for God: Piety and consumption in Popular Islam](#)", *Inside Indonesia*, 93: Aug-Oct 2008.

Film screenings:

[3 Doa 3 Cinta](#) (Three Wishes, Three Loves - 2008): a movie depicting the everyday life of students of Islamic traditional school *pesantren* with the background of September 11 event.

[Hiphopdiningrat](#) (2011): a unique documentary film about hiphop culture in Yogyakarta where the globalized subculture meets Javanese musical and lyrical tradition.

[Lasykar Pelangi](#) (Rainbow Warriors – 2008): a movie about an inspiring teacher and her 10 students in the poverty-stricken Kampung Gantong in Belitong who conquer the poor condition of their school building to continue studying for a better future.

Web sites

<http://www.hiphopdiningrat.com/>

<http://wayanghiphop.com/>

<http://tlatahbocah.org/>

<http://www.tanoker.org/>

<http://sampak-gus-uran.blogspot.com.au/>

<http://www.thejakartapost.com/>

<http://www.kompas.com/>

<http://www.detik.com/>

<http://www.tempo.co/>

<http://www.mediaindonesia.com/>

<http://www.republika.co.id/>

<http://islamlib.com/>

<http://www.jurnalperempuan.com/>

These were accurate at the time of publication.

Political Performance

Value: 1.0

Prerequisites

Nil

Specific Unit Goals

This unit should enable students to:

1. understand, explain and analyse the power of language and performance as a political and persuasive tool
2. explain and analyse the significance of performance within historical political movements, social media and information technology forums, and grass-roots organisations
3. use performance and Indonesian language to communicate political meaning in a creative, confident and coherent manner, and explain how they have used performance and language to communicate
4. effectively extend and deepen their research skills by using Indonesian language to access resources and information otherwise unavailable
5. critically analyse how translation processes affect communication across languages, expressing a clear understanding of the effectiveness and limitations of using automated translating devices and appropriate methods of using such devices
6. respond critically and creatively to a range of stimulus materials for example: film, internet resources, music videos, radio, news outlet reports.
7. analyse the way their own background and other language/s affect their interpretation of language and performance
8. demonstrate an understanding of the way in which Islam has formed part of historical changes in Indonesia

Content

From Political Culture to Identity Politics

- Historical perspectives – The New Order and its aftermath
 - Student rallies and political campaigns as cultural performances
 - From Suharto to Susilo Bambang Yudhoyono: state theatre and presidency in the context of media industry
 - Political parties in new mediascape: The making of politicians cum celebrities
 - Case Study: The Presidential Election in 2004 compared to 2014
 - Case Study: The Unexpected Election of Joko Widodo as Jakarta's Governor in 2012
- Keywords: Orde Baru, Pancasila, UUD 45, P4 (Pedoman Penghayatan dan Pengamalan Pancasila), negara kesatuan, kebhinekaan, SARA (Suku, Agama, Ras, Antar Golongan), komunisme, pembangunan, modernisasi, pemerataan, dwifungsi, ketertiban, keamanan, pembinaan, Dharma Wanita, pemilu, partai politik, DPR, ummat, abangan, santri, priyayi, ulama, NU, Muhammadiyah.
- Identity politics and media industry
 - Performing Islam, minorities and gender in new political arena.
 - Religious and legal arguments on corruption and pornography

The use of religious imagery in political identities

Case Study: Inul Daratista

Case Study: Corruption and political parties

Keywords: PKS, FPI, naik haji, sholat, halal, haram, syirik, majelis taklim, mimbar agama, media dakwah, syariah, wisata rohani, nasyid, jilbab, ikhwan, poligami, MUI (Majelis Ulama Indonesia), goyang ngebor, kesetaraan jender, Undang-Undang Anti-Pornografi, KPK, pengadilan, korupsi, upeti, penyadapan, sistim peradilan, hakim.

Social Media and Political/Cultural Activism

- The establishment and spread of social media

Indonesia's use of social media sites such as facebook, friendster, twitter and youtube for social commentaries and political activism

Case study: [Koin Peduli Prita](http://www.facebook.com/KoinPeduliPrita) (<http://www.facebook.com/KoinPeduliPrita>)

Keywords: warnet, jejaring sosial, BB group, curhat, Kominfo, KPI (Komisi Penyiaran Indonesia), gerakan akar rumput, sinetron, pengamat, pembawa acara, pesohor, pencitraan, jaim, siraman rohani, tausyiah, budaya massa, budaya pop, relawan, kerja-sama, proses hukum, aparat, keadilan.

Researching in Indonesian

- Grass-roots organisations: [JM-PPK](#), Lapindo.
- Performing Arts: [Yayasan Bagong Kussudiarjo](#), [Jogya Hiphop Foundation](#), [Sampak GusUran](#), [Wayang Hiphop](#).
- Culture, Art and Media: [Tembj](#), [Visual Art Archive \(IVAA\)](#).
- Alternative Education: [Indonesia Mengajar](#), [Tanoker](#), [Tlatah Bocah](#), [Pesantren Hijau](#).

Teaching and Learning Strategies

This course will take place during weekly 2-hour sessions and a single full-day workshop held at the ANU. Four major approaches to teaching and learning will be used by teachers of this course.

Integrated content

Students will study the meaning of performances and language in Indonesia within the broader linguistic, cultural, political and religious setting. In doing so they will:

- be exposed to many examples of language and performance within authentic contexts
- be involved in discussions which actively use metalanguage and shared reflective activities to examine how language and performance is intended to create meaning and how it is understood by different audiences
- deal with unfamiliar language eg. decoding, guessing, analysing

Guided research

Using computer labs and web-quest style teaching guided research sessions will encourage students to work together and draw on teacher expertise as well as experiment with their own language and research techniques. Relevant teaching and learning strategies include:

- communicative activities: pair work, group work
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- authentic learning tasks and texts
- dealing with unfamiliar language eg. decoding, guessing, analysing
- subject specific internet resources
- extending students' knowledge through use of technology

Performance-based activities

Using hands-on, drama-style performance-based activities students will have opportunities to develop performance abilities and confidence in these abilities. Relevant teaching and learning strategies include:

- communicative activities: pair work, group work, interactive surveys, role plays
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- student presentations
- discussion and debate

Set readings and workshop presentations

Set readings and formal presentations during full-day workshops will provide background and deeper insight into the content being studied. In doing so students will be exposed to:

- authentic learning tasks and texts
- guest speakers
- discussion and debate
- deal with unfamiliar language eg. decoding, guessing, analysing

A note on student diversity

The students taking this unit are likely to come from diverse linguistic and cultural backgrounds. The specific content and language covered in the units of this course is designed to be challenging for students who are new to Indonesian and studying Asian societies, as well as those who are background language learners and/or studying another Indonesian language course. The nature of the student group will be

described to students during the introductory sessions so all are aware of the backgrounds of those taking the course.

Assessment

There will be 4 to 6 summative items for this unit. Similarly to the ANU Advanced Japanese H Course, assessment in this unit will integrate the speaking task type with the written task type.

Assessment Task	Weighting	
Speaking/Performance task with a written rationale and journal log	70%	
	Integrated Task Types	Speaking (40%) Writing (30%)
Responding tasks based on unseen content	30%	
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Core Resources

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Readings

Angelina, Maesy and Ben Davis, 2013. "[Joke of the month?](#)", *Inside Indonesia*, 111: Jan-Mar 2013.

Aspinall, Edward, 2010. "[Princess of populism](#)", *Inside Indonesia*, 99: Jan - Mar 2010.

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These were accurate at the time of publication.