



Where There Be Dragons

College Accreditation

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Andes & Amazon semester students may opt to receive college credit for one, two, three, or four courses. Students who do *not* wish to take courses for-credit will receive the same educational experience, albeit without the extra responsibility of academic articulation and evaluation. Students who choose to take a course for-credit are given additional pre and on-course assignments, such as writing research or response papers and completing final presentations or exams. Our college accreditation is a supplemental layer placed on top of our curriculum, which maintains experiential education methods.

Andes & Amazon Course Offerings (Transcript Course Numbers)

- **Spanish Language I, II, III**
- **Ancient Andes, Modern Andes: Cultural Change and Social Movement in the Andean**
- **Cultural and Agricultural Ecology: Environmental studies and anthropology**
- **Independent Study Project**

**** See detailed course descriptions below****

Why or Why Not Take Courses For-Credit

Choosing to take courses for-credit can be an enriching experience and/or, at times, a burdensome experience. For those students who want to leave academic evaluation behind them, we encourage them to not take courses for-credit. Those who are excited and motivated to spend extra time articulating their experience, receiving credit may be enriching. That said, very few students take all four courses for-credit, as the extra work can be overwhelming. Nonetheless, if a student has good time-management skills and is excited to put in the extra effort, it can add another level of insight and depth to the experience. Whether students choose to take a course for-credit or not, semesters are profoundly educational and enriching through the experiences they provide.

Transferring Credits

Our courses are accredited through Prescott College. Over the years many schools have accepted these credits; however, you should check with your college/university *prior* to signing-up. We recommend contacting the Registrar office. Each course is worth 4 Prescott College semester credits. Students can earn up to 16 credits. The official course numbers, respective to the above, are **(WTBD 10110 / 20110 / 40110)**, **(WTBD 10120)**, **(WTBD 10130)**, **(WTBD 10010)**.

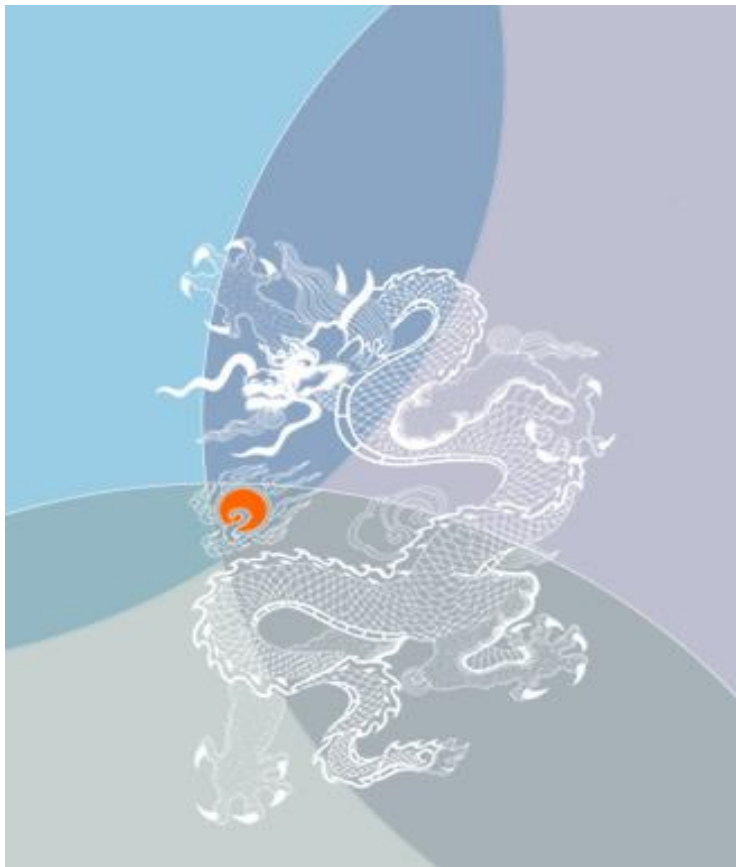
How To Sign Up

Students must complete the first page of the For-Credit *Registration & Eval Form* for each course (found at the end of this document). Prescott College and Where There Be Dragons have set their tuition for this credit option at **\$700 per course**. Thus, if you choose to take all four courses for credit, the total fee will be \$2,800. This amount is made out to **Where There Be Dragons**, and Prescott College will send directly their official transcript once the student has completed course work. If a student decides to drop a course *before* two weeks into the program, Dragons will reimburse 100% of the tuition. If a course is dropped *after* two weeks into the program, Dragons will reimburse 2/3 of the tuition.

**Where There Be Dragons
3200 Carbon Place, Unit 102
Boulder, CO 80301**

Please send registration forms and payment to Dragons by **August 1st** for Fall and **January 1st** for Spring semesters.

If you have questions about this process, please contact us via email (info@wheretherebedragons.com), or by calling 1-800-982-9203.



COURSE DESCRIPTIONS

Spanish Language I, II, III

These courses are designed to accommodate students with or without previous Spanish background. Students will work individually with experienced Spanish language instructors from The Speak Easy Institute of La Paz to develop oral proficiency necessary to converse with native speakers. Classes, which are taught over one month for five hours, five days a week, focus on improving grammar, increasing vocabulary and improving pronunciation. Besides formal instruction students and their instructors will develop practical skills and first-hand knowledge of linguistic cultural variations specific to Bolivia and Peru, especially through participation in multiple extended home-stays totaling six weeks. Written resources include Spanish literature, an academic compendium of readings on issues related to Bolivia in Spanish, local newspapers, and more. Lessons will be supplemented by market field trips, visit to churches and ruins and guided interaction with local villagers. Course grade and level of proficiency will be determined by written and oral exams given at the end of instruction. For students with advanced Spanish skills Quechua and Aymara language classes are also available.

Ancient Andes, Modern Andes: Cultural Change and Social Movement in the Andean

This course presents students with an overview of central Andean history and culture. We will move from Tiahuanacan and later Incan civilization to South America's colonial history; looking at the Spanish arrival to the Andes, the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. Moving chronologically onward, we will look at the effect of colonialism on the constantly changing Indigenous cultures through case-study analysis of changes in traditional dress, linguistic diversity and the integration/adaptation of Western religion and especially the role of the indigenous majority through the years of the Bolivian Republic. Finally, we'll study present day Aymara and Quechua culture, analyzing the effects of neo-liberalism and neo-populism while looking at racial, political and social conflicts that Bolivia and Peru have experienced in their recent history and ongoing social and racial divisions. The course-curriculum will combine visits to archeological ruins and important historical sites, interviews with community representatives, government officials, journalists and NGO leaders, as well as focused readings, classroom lectures and workshops.

Cultural and Agricultural Ecology: Environmental studies and anthropology

The Andes and Amazon region is a hotspot for biological and cultural diversity. This course will focus on the intimate relationships between humans and their local environments. We will trace land use in the region through traditional agricultural systems integrated in the varied ecological tiers transitioning from the high alpine Andean to the lowland Amazonian rainforests ecosystems. Through a series of focused interactions with a particular ecosystem as well as taxonomical study of native medicinal and food plants students will explore the interconnectedness of ecosystems and communities. Drawing on case studies, readings, and field-visits we will address a range of issues from historical land-use and intensive agriculture to current resource extraction, environmental degradation and conservation methods. A broad survey of cultural and environmental conservation in the Bolivian and Southern Peruvian Amazon will allow students to work with researchers, ecologists, botanists and local leaders at research stations and conservation and development projects.

Independent Study Project

The independent study project offers each student the opportunity for an in-depth study or research on the subject of their choice. Students are informed about the responsibility of this choice before enrolling in the program and many arrive in Bolivia with a topic already in mind. Students who are not as self-directed will be exposed to a variety of choices for independent study and expected to choose a subject by the end of the second week of the program. The Students will be matched with two ISP advisors – a Dragons Course Instructor who has experience and knowledge relevant to the student's ISP topic and a local mentor with whom the student will study, intern or apprentice. A student's ISP study can take many forms. Example A: A student may choose to study Traditional Medicine as an ISP. ISP advisors would assign readings in order to give the student a basic foundation in the theory and practice of this topic. Research might include hunting for herbs with a local medicine man, visiting a local clinic to accompany doctors on their rounds, or undergoing a series of treatments with herbs, prayer or ceremony and writing a paper about the experience. The student would be required to examine the differences between Traditional medicine and Western medicine and demonstrate an understanding of the primary healing methods of the former, including herbal treatments, diet therapy, ceremony and offerings. The student should also demonstrate an understanding of the broader Andean cosmivision on which the practice is based. Example B: A student who decides to pursue traditional agricultural systems as an ISP would be paired with a well-respected local farmer. The final presentation could include a field trip to several local farms in the community where a student will present the agricultural cycle, ceremonies and traditions regarding each agricultural cycle, and demonstrate the primary tools and techniques implemented in the cultivation process. The student would also be required to demonstrate an understanding of the history of the farming in the region, including the introduction of foreign technologies and products and its impact on local economy and environment. Final grade/evaluation will be based on effort and progress as well as the final presentation and paper.

