



Where There Be Dragons

College Accreditation

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Himalayan Studies 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.

Himalayan Studies Course Offerings

- **Introduction to Nepali**
- **Comparative Religion of the Himalayas**
- **Cultural Anthropology: Development Infrastructures in Nepal, Tibet & India**
- **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 10030), (WTBD 10040), (WTBD 10020), (WTBD 10010).

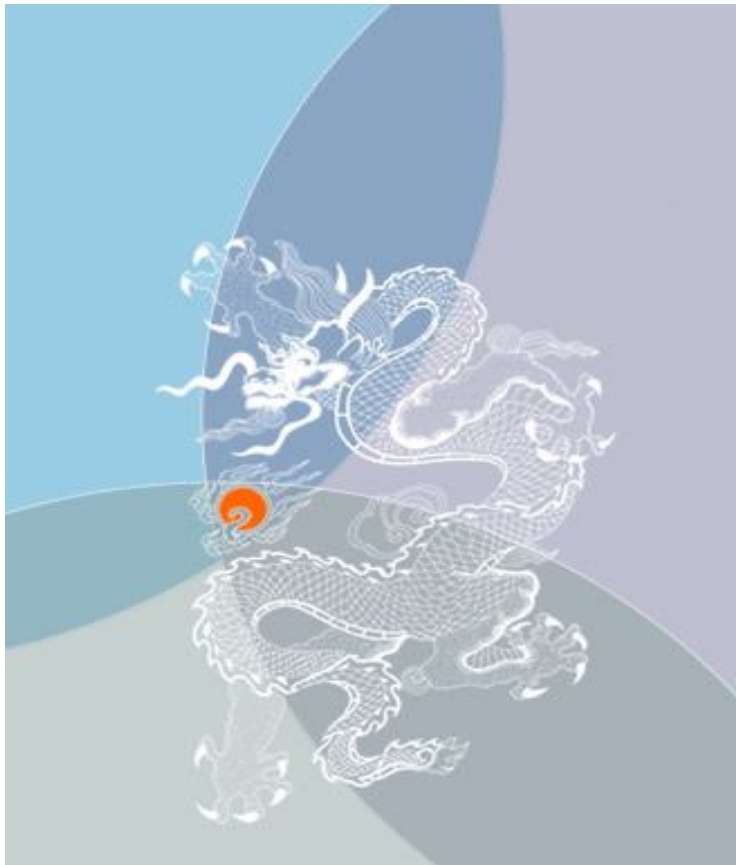
How To Sign Up

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

Introduction to Nepali

This course is designed to provide a foundation in conversational Nepali for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program and daily language classes with a Nepali instructor will ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Nepali and practical language skills, the language lessons presented throughout the semester will also include grammar, vocabulary development, and the history of the language. Students who wish to study written Nepali (Devanagari script) may do so as an Independent Study Project or upon request. Students will be tested regularly and a written and/or oral exam will be required at the conclusion of the course.

Comparative Religion of the Himalayas

Special Notes: Students will be provided with additional materials when course commences.

In this course students will be introduced to the religious traditions that make up the Himalayan region to further understand and appreciate their philosophies and values and how they have evolved and influenced other systems of belief. Students will be provided with an extensive introduction to Mahayana Buddhism and in particular to the Tibetan tradition. The traditions of Hinduism, Bon, and Shamanism will also be introduced. Students will explore these deep traditions through formal lessons, readings, meetings with teachers and scholars, observation in places of worship, group discussions, individual research, and a ten day introduction to Tibetan Buddhism and meditation course at a monastery.

Besides becoming familiar with the philosophical tenets of the Buddhist tradition, participants will learn about the vast iconography and symbolism depicted in monasteries and art and its origins in Bon, the pre Buddhist religious tradition of Tibet. Hindu gods and goddesses will be introduced through visits to mandirs (Hindu temples), an introduction to the Hindu tradition and mythology, study of Hindu deities and observance of Hindu festivals. The unique blend of Hinduism and Buddhism in the Newari culture of Kathmandu will also be explored. Shamanic and animistic practices will be observed in rural Nepal.

Required reading will be assigned weekly, followed by group discussions and written assignments. Students will be required to present a paper at the conclusion of the course exploring one of the religions of their choice. Students will also be asked to present the topic to the group in an oral presentation and lead a group discussion on the subject.

Cultural Anthropology of the Himalaya: Development Infrastructures in Nepal, Tibet and India

Cultural Anthropology of the Himalaya presents an overview of one of the most ethnically diverse regions of the world. Through volunteer work, selected readings, guest lectures, field trips, a village ethnography study, classroom discussions and a series of research methodology assignments, students will explore the myriad ethnicities that constitute the region and the development issues that they face. Social inequality will be looked at from the perspective of economic policy, the environment, public health, education, human rights, and the status of women.

Besides introducing Himalayan cultures, this course aims to heighten students' awareness of social inequality, especially as it affects access to education, economic opportunities, and health care in both rural and urban areas. The course will also explore the complex issues faced by various development organizations from both a theoretical and practical/applied perspective. Readings and course discussions will focus on a different aspect of social inequality each week and will be facilitated by students.

In addition to presenting a final village ethnography project, students will be required to write a final paper addressing a particular interest in development that they have been researching independently over the course of the program. They will be expected to gather data through use of the various research methodologies that have been presented throughout the course.

Independent Study Project

The Independent Study Project (ISP) offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students will be matched with two ISP Advisors; a program instructor who has experience and knowledge relevant to the student's ISP topic as well as a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship. Two examples have been provided to help illustrate what this might look like.

1: A student may choose to study traditional Tibetan Thangka painting, in which case they would be paired with a local artist and teacher to learn in the traditional manner. In addition to learning the technique, this student would be expected to learn about the symbolism of the complex iconography of this art form. The final presentation might take the form of an exhibition of drawings or paintings from different stages of study and an explanation of the process and preparation of materials as well as the significance of the image or deity within the world of Tibetan Buddhism.

2: A student might research the experience of Tibetan refugees in Nepal. Through a translator, this student would conduct interviews with Tibetans who have fled from Tibet and others who were born in exile. They would also visit local Tibetan Refugee Reception Centers to speak with administrators, and read accounts of events in Tibet which gave rise to so many Tibetans deciding to escape into exile. This student might also spend time interviewing members of the local chapter of the Tibetan Youth Congress, or representatives of the Tibetan Government in Exile. The written report would likely include a historical account of the Chinese occupation of Tibet, the establishment of Tibetan settlements in exile, and the notable differences in their lives from those who continue to live in Tibet.

