



STUDY ABROAD SOUTH AMERICA: ANDES & AMAZON

Course Syllabus

ANTH 250: Regional Seminar: Tradition, Change and Cultural Resilience

12 weeks, 6 hrs/wk, 72 hrs contact time plus research, 4 credits

Instructor:	TBD
Email:	TBD
Office Hours:	By appointment
Class meeting time & location:	TBA/ Program House & other select locations

Methods of Instruction

Course time includes instructor and guest lecturers, community interactions and field visits, student discussions and reflection activities, reading and writing assignments.

Course Description

This course is designed to immerse students in the myriad cultures of the Andes and Amazon and their relationship to the land, both as manifest in their understanding of the natural world and agricultural practices. Through a combination of hands-on experiences, workshops, inspiring guest speakers, collaborative lessons, reading and writing assignments as well as independent work, students come to know this material well and the importance of it in the Andes and Amazon. This course moves briefly and broadly through a variety of important ancient civilizations, with a focus on their present-day impact. South America's colonial history is also examined and the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. Moving thematically, we look at the effect of colonialism on the constantly-changing indigenous cultures. Finally, we study present day Andean culture, analyzing the effects of a variety of political forces while looking at racial and social conflicts that Bolivia and Peru have experienced. A special focus is placed on resource extraction and modern themes of sustainable development, human rights, and globalization. Students are required to complete various writing assignments throughout the course and will prepare a final research paper on a social issue of their choice.

Learning Goals & Outcomes

- Students will understand the multiple historical, cultural, social, ecological and political perspectives of the region.
- Students will analyze historical and current systems that perpetuate global poverty.
- Students will manage and facilitate group discussions and community collaboration events.

- Students will develop critical thinking and analytical skills to engage regionally diverse viewpoints.
- Students will connect, relate and integrate their analysis of divergent viewpoints to their own personal experience and sense of self.

Course Readings

Students will receive a course reader from which select articles will be assigned. Articles that are not specifically assigned are recommended. Please see the course outline below for a more detailed list of required readings that are not part of the reader.

Course Requirements

1. Participation in Course Activities: Participation is the largest qualitative and subjective aspect of this course and weights heavily on final grading. Evaluating student participation will incorporate both a personal evaluation and instructor evaluation and be held to the criteria of the course's learning goals and outcomes.
2. Co-Facilitation: Students must take initiative in coordinating and co-facilitating at least one formal lesson.
3. Quizzes: Quizzes are meant to give a medium for critical dialog and inquiry, not for reciting information. Students will have between 3 and 5 quizzes on specific themes during the course.
4. Journal Entries: Students are required to write 3 short essays that will be posted on the Dragons' E-Bulletin. Students are also required to keep a journal. They will have focused reflective assignments that will be evaluated by instructors. Some journal entries will be posted on the Dragons' E-Bulletin. Journal entries can be creative and include photographs, artifacts, drawings, question lists (good for generating discussion), music and other mixed-media elements. The aim is for these to be concise while also allowing space for students to present their comprehension of a reading, theme or issue.
5. Final Project – hard-copy product and verbal: The final project is the culmination of a student's learning on this course and is a powerful, inspiring and engaging educational experience. It summarizes learning on particular topics and is designed to demonstrate a broad, multi-disciplinary understanding of the theme(s) being presented. It is meant to be a creative opportunity for students to synthesize the learning they experienced during the course. Together with instructors (and other students, when appropriate), students will identify one or more course themes on which to prepare a final project, to be presented to the group and to additional invitees from the host community. The hard-copy product can take a variety of forms, from a traditional essay (with appropriate citations) to a photo narrative or video documentary. Students are encouraged to use artistic strengths and to

find a medium that is dynamic and flexible with the rugged nature of the trip. The presentation is 20-30 minutes and includes time for questions from the audience.

Assignments submitted late will receive a deduction in score unless the course instructor has given approval in advance. All written work can be either submitted electronically, handed in typed or hand-written.

Evaluation Matrix

No.	Evaluation Area	Percentage
1	Participation in all lectures, field studies, and course activities, including weekly meetings with instructors to discuss the weekly themes, readings and lectures, using learning plan and formative evaluation.	30%
2	Co-Facilitation	10%
3	Regional Seminar quizzes	10%
4	Journal entries and E-Bulletin posts	20%
5	Final Project – hard-copy product and verbal	30%

Attendance Policy

You must inform the instructor if you are going to miss a class. You may have one excused and one unexcused absence per semester without affecting your grade. An excused absence is one for an illness, medical issue or urgent event/emergency. If you must miss additional classes you can make up the work by requesting a make-up assignment from the instructor. Other absences for non-emergencies cannot be made up and will affect the grade (via the course percentage dedicated to participation).

Accommodations for Disabilities

Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the Coordinator of Disability Services. Her office is located in the Student Affairs

Department in the Administration Building on the Arapahoe Campus. You may contact her at 303-245-4749 or email: aweiss@naropa.edu

Other Needs

If you have any other needs that may require accommodations (special arrangements) or if you will miss a class because of a religious holiday, please contact the instructor by the third week of class.



STUDY ABROAD SOUTH AMERICA: ANDES & AMAZON

Course Syllabus

ANTH 211: Contemplative Intercultural Development and Leadership: Exploring Human Relationships to Self, Community and the Natural World

12 weeks, 6 hrs/week, 72 Contact Hours, 4 credits

Instructor:	TBD
Email:	TBD
Office Hours:	By appointment
Class meeting time & location:	TBA/ Program House & other select locations

Methods of Instruction

Class time will be broken into 70% participating in weekly discussions and experiential activities and 30% individual contemplative practices.

Course Description

The process of understanding self in relation to others in our globalized world is essential in the 21st century. The purpose of this course is to carefully examine who we are through the experience of living, learning and engaging in an international context. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their own authentic leadership capabilities and strengths as a responsible and curious citizen of the globe.

Learning Goals & Objectives

- Students will identify, understand and connect with multiple worldviews and lifestyles and be able to identify their own cultural values.
- Students will come to see oneself as interconnected within the global context and work to develop empathy and compassion.
- Students will suspend judgment that may arise from their worldview and instead using difference as a means for contemplating self.
- Students will have an ability to effectively communicate, give and receive feedback and manage conflict within the group context and local relationships.

- Students will identify, value and embody one's leadership style in order to express one's self authentically and effectively collaborate with others.

Course Readings

In addition to receiving a Core Expeditionary Workbook (C.E.W.), faculty will select a minimum of 10 readings from the list below as required for students.

- Dragons Development Reader containing numerous articles on local, regional and global development issues
- For the Time Being, The Wreck of Time by Annie Dillard. New York: Vintage Books, 1999.
- Siddhartha, by Herman Hesse. New York; Bantam Books, 1951.
- The Tao of Leadership by John Heider. Georgia: Humanics New Age, 1985.
- Nonviolent Communication: A Language of Life by Marshall Rosenberg. California: PuddleDancer Press, 2003.
- Reflections on the Art of Living: A Joseph Campbell Companion by Joseph Campbell. New York: HarperCollins, 1991.
- The Prophet by Kahlil Gibran. Oxford: OneWorld, 1998.
- Tao Mentoring: Cultivating Collaborative Relationships in All Areas of Your Life by Jerry Lynch. New York: Marlowe & Company, 1995.
- Soulcraft by Bill Plotkin. California: New World Library, 2003.
- The Values Americans Live, L. Robert Kohls, Meridian House International, Washington, D.C. 1984
- Body Ritual Among the Nacirema by Horace Miner
- To Hell with Good Intentions by Ivan Illich
- The Wellspring of the Heart by Jack Kornfield
- Why We Travel by Pico Iyer

Course Requirements

1. Participation in All Course Activities: Participation is the largest qualitative and subjective aspect of this course and weights heavily our final grading. Evaluating student participation will incorporate both a personal evaluation and instructor evaluation and be held to the criteria of the course's learning goals and outcomes.
2. Goal Setting/Self Evaluation - Students will sit with the instructor team at the start of the course, mid-course and at course end to set goals and self-evaluate their performance on the course.
3. Completion of All Assignments and Quizzes: Students are expected to complete all assigned readings, journal entries, reflective papers and quizzes. Some journal entries and reflective papers will be posted on the Dragons' E-Bulletin. The written assignments can be

creative and include photographs, artifacts, drawings, question lists (good for generating discussion), music and other elements. The aim is for these to be concise while also allowing space for students to present their comprehension of a reading, theme or issue. All assignments are intended to provide a medium for critical dialog and inquiry, not for reciting information.

4. Leadership Activities: Each student is expected to participate in weekly leadership roles, to organize and manage a group excursion and to co-facilitate at least one formal lesson. All of these activities will be followed by a verbal self-evaluation, as well as verbal feedback from classmates.
5. Culminating Project: The final project is the culmination of a student’s learning on this course and is a powerful, inspiring and engaging educational experience. They are meant to be a fun, creative opportunity for students to synthesize their learning. Together with instructors (and other students, when appropriate), students will prepare a final 20-40 minute ritual or activity for the group for the final transference phase. This ritual will reflect the three core values of Global Citizenship, Awareness of Self and Leadership and demonstrate how their gained knowledge will be transferred home. An outline and description of the ritual will be the final entry of the student’s course “field journal,” which will be handed in for final assessment.

Evaluation Matrix

Evaluation Area	Percentage
Participation in all course activities which include program components, excursions and individual/course goal setting	30%
Participation in tri-semester check-ins with advisor based on outlined individual and course goals (Course-Start 5%, Mid-Course 5%, Course-End 5%)	15%
Completion of all assignments and quizzes. Assignments include: journal entries, reflective papers, self assessments	25%
Leadership Activities - leader of the week, excursion leader, discussion co-facilitator (5% each)	15%
Culminating Project	15%

Attendance Policy

You must inform the instructor if you are going to miss a class. You may have one excused and one unexcused absence per semester without affecting your grade. An excused absence is one for an illness, medical issue or urgent event/emergency. If you must miss additional classes you can

make up the work by requesting a make-up assignment from the instructor. Other absences for non-emergencies cannot be made up and will affect the grade (via the course percentage dedicated to participation).

Accommodations for Disabilities

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Other Needs

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STUDY ABROAD SOUTH AMERICA: ANDES & AMAZON

Course Syllabus

ISP 325: Independent Study Project

6 weeks, 10 hrs/week, 60 hrs contact time, 4 credits

Instructor:	TBD
Email:	TBD
Office Hours:	By appointment
Class meeting time & location:	TBA/ Program House & other select locations

Methods of Instruction

Class time will be broken down into 55% local mentorship, 35% independent research and/or practice and 10% advisor mentorship.

Course Description

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 Andean folk weaving, in which 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 and its importance in local worldview. They may also look comparatively at styles from different cultural groups. The final presentation might take the form of an exhibition of weavings from different stages of study and an explanation of the process and preparation of materials as well as the significance of the style and images culturally and religiously.
2. A student might investigate the coca leaf through a variety of lenses – cultural, medicinal and political. They could intern with the Andean Information Network, established in Cochabamba to raise awareness about US policy in the War on Drugs. Simultaneously they would meet with indigenous priests and shaman to explore the ceremonial uses of the coca leaf and its significance to Andean worldview and as a medicinal plant. Additionally they would spend time during the group's visit to the coca fields to experience the life of a

cocalero and learn about the US government's "Alternative Development" model of coca eradication. A culminating project could include a sample advisory statement to inform US policy and a presentation to the group of their findings and views on the coca leaf and the war on drugs.

Learning Goals & Objectives

- Students will get excited about a particular subject!
- Students will be ready to engage in and connect with a local mentor.
- Students will create an individual learning plan, including methods of research, timeline and goals.
- Students will conduct research using appropriate research methods.
- Students will have a strong working knowledge of and be able to present on the particular topic.

Course Readings

- Select readings from Research Methods in Anthropology: Qualitative and Quantitative Approaches (4th edition) by Russell H. Bernard: AltaMira Press, 2006.
- Additional readings to be determined by student, faculty advisor and ISP mentor – a minimum of 3 sources required

Course Requirements

1. Participation in Course Activities: Participation is the largest qualitative and subjective aspect of this course and weights heavily on final grading. Evaluating student participation will incorporate both a personal evaluation and faculty evaluation and be held to the criteria of the course's learning goals and outcomes.
2. Written Paper: The entire progression of completing the final written paper contributes to the final paper grade. This includes submitting a proposal, a paper outline, rough draft with peer edits, and the final paper. The final paper should be 7-10 pages if it is not researched based. If researched based, paper length is 12-15 pages and must include a minimum of three major sources that are properly cited. This means a minimum of two books on your subject, in addition to a minimum of one quality online source. Live interviews and other oral sources can be used as additional references. Your research sources, bibliography and citations will factor into your final grade. Please use proper APA or MLA formatting
3. Oral Presentation: Depending upon the nature of ISP, presentations should be a minimum of 30minutes. Presentations should introduce your ISP experience, methods used and your

learning outcomes. Presentations should model experiential methods, fully engaging your audience.

Evaluation Matrix

No.	Evaluation Area	Percentage
1	Participation in meetings with faculty advisor, ISP mentor and ISP work (minimum of 10 hrs/wk)	40%
2	Written paper process: proposal, outline, rough draft, and final paper	40%
3	Oral presentation	20%

Attendance Policy

You must inform your faculty advisor and ISP mentor if you are going to miss a class. You may have one excused and one unexcused absence per semester without affecting your grade. An excused absence is one for an illness, medical issue or urgent event/emergency. If you must miss additional classes you can make up the work by requesting a make-up assignment from the instructor. Other absences for non-emergencies cannot be made up and will affect the grade (via the course percentage dedicated to participation).

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Other Needs

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COURSE OUTLINE

Unit 1: Identifying Your Topic of Interest

Competency:

- Identify and articulate research topic and thesis statement

Assignment:

- ISP Shopping – visit a few mentors in your interest area
- Begin one-on-one internship with your mentor
- Complete ISP proposal

Unit 2: Field Work

Competencies:

- Culturally sensitive engagement in a learning environment with a local mentor

Readings:

- Self-identified readings that support research topic
- Advisor-identified readings that support research topic

Assignment:

- Working a minimum of 10 hours/week with mentor toward articulated research goals
- Keeping accurate record of ISP hours

Unit 3: Research Method Assignments

Competencies:

- Engage with local community members to gather information pertinent to ISP topic of study

Readings:

- Qualitative Research Methods: A Data Collector's Field Guide – Module 2 Participant Observation
- A Guide to Field Research – Semi-Structured Interview

Assignments:

- Participant Observation
- Semi-Structure Interview
- Photographic/Auditory Journal

Unit 4: Working with ISP Advisor – Formative Assessment

Competencies:

- Time management
- Initiating weekly meetings with ISP advisor
- Communication - self assessment and ISP advisor assessment

Assignments:

- Keeping weekly log of ISP activity and hours
- Meeting for a minimum of 1 hour a week with ISP advisor to address details of project
- Outline of Final Paper – Week 4
- Rough Draft of Final Paper – Week 5
- Outline of Final 30-minute Presentation – Week 5

Unit 5: Final Paper & 30-Minute Presentation-Summative Assessment

Competencies:

- Writing Skills demonstrated in a 7-10 page paper
- Oral Skills demonstrated in a 30 minute presentation

Assignments:

- Final 7-10 page paper
- Final 30 minute oral presentation



STUDY ABROAD SOUTH AMERICA: ANDES & AMAZON

Course Syllabus

SPAN 150: Spanish, Levels I, II & III

10 weeks, 8 hrs/week, 80 hrs contact time, 4 credits

Instructor:	TBD
Email:	TBD
Office Hours:	By appointment
Class meeting time & location:	TBA/ Program House & other select locations

Methods of Instruction

Class time will be broken into 60% classroom instruction, 30% experiential activities and 10% homework.

Course Description

Language proficiency is an essential aspect of the program and daily language classes with an experienced Spanish instructor 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 emphasis placed on conversational Spanish and practical language skills, the language lessons also include reading and writing skills, grammar and vocabulary development as well as market visits and other experiential activities. Besides formal instruction, students will develop practical skills and first-hand experience through participation in multiple extended home-stays totaling six weeks. Students enrolled in this course take an initial oral and written exam for placement into Levels 1, 2, or 3. Students are tested regularly and a written and oral exam is required at mid-course and at the conclusion of the course.

Level I: Designed to focus on foundational vocabulary and key phrases pertinent to the student's experience. Classes will increasingly focus on improving grammar and pronunciation as well as learning to read and write in Spanish. For students who are interested in learning as much Spanish as possible while in Bolivia and Peru, there will be additional opportunities for supplementary one-on-one tutoring sessions with Dragons instructors or local teachers.

Level II: Designed to focus on conversational Spanish and grammatical structure. The course is mainly focused on the practical use of spoken Spanish. Students will be expected to read newspaper articles and short stories responding both orally and in writing. Complex grammatical structures such as the imperfect, subjunctive and perfect tenses will be introduced.

Level III: Designed to focus on articulate written and formal conversational Spanish as well as review of advanced grammatical structure. The course is principally focused on conversational Spanish and spoken fluency. It will also include important aspects of history and literature. Students will be expected to read newspaper articles and literature, responding both orally and in writing.

Learning Goals & Outcomes

- Students will engage in individual and group-based learning in a foreign language, using this learning as a tangible skills development as well as a tool for cross-cultural communication, understanding and global citizenship.
- Level I: Students will be able to converse effectively in rudimentary Spanish, showing a sound understanding of the grammatical structure of the language as well as a good working vocabulary. Level I students will confidently order food, ask and give directions, count, bargain for and purchase goods, tell time, discuss family, hobbies, likes and dislikes, book hotel rooms and arrange transportation.
- Level II: Students will build on foundational skills to increase communication abilities including story-telling, expression of abstract ideas and focused vocabulary development. Additionally, Level II students will read short stories, poems, newspaper articles and increase their reading comprehension.
- Level III: Students will expand language proficiency and work toward fluency, engaging in fluid conversations and using grammatical structures. Level III students will also read and analyze periodicals and literature to gain a deeper understanding of Hispanic as well as indigenous culture.

Course Resources:

Identified by contracted language teachers

Evaluation Matrix

Students will be expected to attend all classes given by instructors, to actively participate in conversation classes, complete a series of experiential activities that will involve practicing language skills in real-life situations in the local community, complete all homework assignments, and complete a written and/or oral exam at the end of the course.

No.	Evaluation Area	Percentage
1	Participation in classes and activities in the local community	40%
2	Homework assignments and weekly quizzes	30%
3	Mid-Course Oral and Written Exam	15%

4	Final Oral and Written Examination	15%
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Attendance Policy

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Other Needs

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