



## Course Syllabus

### ASIA 330 / GLOS 330: Regional Seminar – Diversity in the Himalayas

(Asian Studies 330 / Global Studies 330)

#### Course Information

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Nepal

**Faculty of Record:** TBD

**Email:** TBD

**Phone:** TBD

#### Course Description

This course explores the myriad communities of people and religious traditions that constitute Nepal and the surrounding Tibeto-Himalayan region, one of the most ethnically diverse of the world. Students begin their study in this course through an overview of the country's geographic, historical, cultural, social, and political background. Using lectures, readings, and discussion, this course surveys social issues and vulnerable populations in Nepal related to development, environment, agriculture, public health, education, disaster recovery, human rights, religion, caste, ethnicity, gender, and others. Students will receive an extensive introduction to theory and praxis in Hindu and Mahayana Buddhist traditions, in particular as it applies to the Himalayan context. Opportunities are provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in Nepal take students to communities which are engaged in addressing these issues, providing experiential learning opportunities.

#### Course Materials

- **Reader:** Dragons Course Reader (includes articles listed in the Required Reading section of the syllabus)
- ***A Concise Introduction to Tibetan Buddhism***, by John Powers, Snow Lion Publications, Ithaca NY 2008, 165 pages (digital or hard copy as per student preference. Used copies available on Amazon. NOT to be confused with the Introduction to Tibetan Buddhism by John Powers, which is 600 pages).
- ***A Lamp Illuminating the Path to Liberation***, 2nd Ed., by Khenpo Gyaltsen (free PDF download available from the publisher's website:

<https://lhaseylotsawa.org/books/a-lamp-illuminating-the-path-to-liberation>)

- Additional readings assigned by faculty over the course of the program

### **Method of Instruction**

This course is delivered through a series of lectures, readings, class discussions, field trips, written reflections, quizzes, oral presentations, research projects, and non-classroom structured activities.

### **Outcomes**

#### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Understand multiple historical, cultural, social, ecological, and political perspectives of the region.
- Analyze historical and current systems that relate to modern social issues.
- Connect, relate, and integrate their analysis of divergent viewpoints to their own personal experience and sense of self.
- Explain and discuss issues which directly impact vulnerable populations in the host country.

#### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- Ethnic and religious traditions in Nepal and the surrounding region.
- Specific social issues in Nepal such as development issues, environment, public health, education, disaster recovery, human rights, ethnicity, caste, and gender.

#### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Ability to manage and facilitate group discussions effectively.
- Critical thinking and analytical skills which can be used to engage regionally diverse viewpoints.
- Written and oral presentation skills.

### **Evaluation Matrix**

<b>Number</b>	<b>Evaluation Area</b>	<b>Weight</b>	<b>Due Date</b>
1	Active participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Co-Facilitation	10 %	TBD
3	Quizzes (5 x 2% each)	10%	TBD
4	Essays (3 x 4% each) & Journals (4 x 2% each)	20%	TBD
5	Final Project Proposal	5%	TBD

6	Final Project (1st Draft 5% + Final Draft 20%)	25%	TBD
7	Final Project Presentation	10%	TBD

### Description of Evaluation Areas

A total of 16-23 pages of written work are required for this class through a series of written assignments (3 essays of 2 pages each, 4 journal prompts of 1 page each, 1 page project proposal, 5 - 12 written pages of final project, depending on the form your final project takes). Note that all work should be presented in Times New Roman font, 12pt size, standard margins double spaced.

Number	Evaluation Area	Description/Instructions
1	Active participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Co-Facilitation	Students will be responsible for 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 5 quizzes on specific themes during the course.
4	Essays & Journal	Students are required to write 3 essays that will be posted on the Dragons' E- Bulletin. The aim is for these to be concise while also allowing space for students to present their comprehension of a reading, theme, or issue that is selected in consultation with faculty. Each essay should be 2 pages in length and reference at least 3 sources. Additionally, students will be given 4 journal prompts throughout the course. Each journal entry should be 1page long.
5	Final Project Proposal	Together with faculty, students should identify one theme on which to prepare a final project, to be presented to the group and to additional invitees from the host community. The proposal should be a 1-page description of the theme and how you plan to examine and present findings.
6	Final Project	<p>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 an opportunity for students to synthesize the learning they experienced during the course.</p> <p>The hard-copy product can take a variety of forms. Three examples are listed below. If a student would like to suggest a different form, please work with faculty to determine appropriateness and parameters.</p> <ol style="list-style-type: none"> <li>1) Final paper. The final paper should be 10-12 pages in length and must include a minimum of 10 sources that are properly cited.</li> </ol>

		<p>2) Video documentary. This should be a minimum of 5 minutes long and fully edited. Accompanying the video should be a 5-page paper describing the process, investigation methods, and challenges/successes faced.</p> <p>3) Photo essay. This should include a minimum of 15 high-quality photographs with a 150-word description of each photo, detailing how the photo relates to the final theme (approximately 9 pages of text).</p>
7	Final Project Presentation	The presentation should be 20-30 minutes and include time for questions from the audience.

## Required Readings<sup>1</sup>

### Geography of Nepal

- The Geography of Nepal <http://countrystudies.us/nepal/21.htm> [2 pages]
- The Mountain Region <http://countrystudies.us/nepal/22.htm> [1 page]
- The Hill Region <http://countrystudies.us/nepal/23.htm> [1 page]
- The Tarai Region <http://countrystudies.us/nepal/24.htm> [1 page]

### History of Nepal

- The intro and first chapter of “Forget Kathmandu” by Manjushree Thapa in the old WTBD Himalayan Studies Reader (not included in pdf Reader – will be shared by faculty)
- Nepalese History <https://www.questia.com/library/history/asian-history/central-asian-history/nepalese-history> - (Click “read more” to get full article) [7 pages]
- Maoists Sign Peace Deal in Nepal <http://www.nytimes.com/2006/11/22/world/asia/22nepal.html> [3 pages]
- Nepal: Waiting for the 'Disappeared' <http://www.aljazeera.com/indepth/features/2016/08/nepal-waiting-disappeared-160830054315800.html> [4 pages]
- *Hinduism and the Organization of a Traditional Newar City in Nepal*, Robert I. Levy with the collaboration of Kedar Raj Rajopadhyaya, Chapter 3, pp 33 - 47 in *Mesocosm*, University of California Press (pdf) <https://publishing.cdlib.org/ucpressebooks/view?docId=ft6k4007rd&chunk.id=d0e550&toc.dep.th=1&toc.id=d0e550&brand=ucpress> [11 pages]

### Ethnicity and Caste

- “Fatalism and Development” by Dor Bahadur Bista – Chapter 2 “The Caste System” (pdf) [7 pages]
- Nepal's Minorities, Constituting a Nationality <http://www.economist.com/blogs/banyan/2012/05/nepals-minorities> [2 pages]
- A Mess of Confusion <http://kathmandupost.ekantipur.com/news/2017-03-02/a-mess-of-confusion.html> [4 pages]
- Language Endangerment and Linguistic Rights in the Himalayas: A Case Study from Nepal (Thami), by Mark Turin, ICIMOD Vol 25, No 1, Feb 2005. <http://lib.icimod.org/record/11856/files/5864.pdf> [6 pages]

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- "Forgotten People: Thangmi," by Sara Sneiderman and Mark Turin, in the old WTBD Himalaya Course Reader (not included in pdf Reader – will be shared by faculty)

### Tibetan Refugees

- Shrangri-la in Exile - Representations of Tibetan Identity and Transnational Culture [http://info-buddhism.com/Shangri-la\\_in\\_Exile-Toni\\_Huber.html](http://info-buddhism.com/Shangri-la_in_Exile-Toni_Huber.html) [5 pages]
- China's Influence in Nepal Endangers Tibetan Refugees <https://newint.org/features/web-exclusive/2016/01/11/chinas-influence-in-nepal-endangers-tibetan-refugees/> [3 pages]
- Tibet's Burning Protest <http://www.aljazeera.com/indepth/features/2012/05/201253192951400741.html> [4 pages]

### Buddhism and Meditation

- Characteristics of Buddhist Culture of Nepal Mandala (pdf) Bajra Raj Shakya [2 pages]
- Newar Buddhist Culture: A Concept, Bajra Raj Shakya and Shanta HarsaBajracharya (pdf) [9 pages]
- The Legend of the Great Stupa Jarung khasor, Chapters 1 & 2 translated by Keith Dowman <http://www.sacred-texts.com/bud/tib/stupa.htm> [6 pages]
- Excerpts from *A Lamp Illuminating the Path to Liberation*, by KhenpoGyaltzen [https://lhaseylotsawa.org/books/a-lamp-illuminating-the-path-to-liberation/A\\_Lamp\\_Illuminating\\_the\\_Path\\_to\\_Liberation.pdf](https://lhaseylotsawa.org/books/a-lamp-illuminating-the-path-to-liberation/A_Lamp_Illuminating_the_Path_to_Liberation.pdf) - (PDF free download – not included in Reader)
- *A Concise Introduction to Tibetan Buddhism*, by John Powers, Snow Lion Publications, Ithaca NY 2008, selected sections. (Required Textbook – not included in Reader) [pp 18-29, 31-43, 45-53, 63-84, 94-102: 65 pages]

### Hinduism

- Hindu concepts [http://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts\\_1.shtml](http://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts_1.shtml) [3 pages]
- The Karmic Yogi and the Spiritual Retreater <http://ecs.com.np/features/the-karmic-yogi-and-the-spiritual-retreater> [3 pages]
- Oh Babaji! Men of a Different Cloth <http://ecs.com.np/features/oh-babaj-i-men-of-a-different-cloth> [9 pages]
- How are Indian Hindus Different from Nepali Hindus <https://www.quora.com/How-are-Indian-Hindus-different-from-Nepali-Hindus> [6 pages]
- Water, Wood and Wisdom by Vashudha Narayanan, from "Worldviews, Religion, and the Environment" Edited by Richard C. Foltz (pdf) [7 pages]
- Selections from *Myth = Mythra: Decoding Hindu Mythology* by Devdutt Pattanaik, Penguin Books 2006 (not included in pdf Reader – will be shared by faculty)

### Shamanism

- A Discussion of I.M. Lewis' comments that "the shaman is not less than the psychiatrist, he is more," in the old WTBD Himalayan Studies Course Reader (not included in pdf Reader – will be shared by faculty)
- Saving the Indigenous Soul, by Derrick Jensen (interview with Martin Prechtel) (pdf) [24 pages]

### International Aid and Development

- Nepal's Failed Development <http://www.aljazeera.com/indepth/opinion/2015/03/nepal-failed-development-150322052502920.html> [3 pages]

### Earthquake Response

- What Happened to the Aid? Nepal Earthquake Response Echoes Haiti <http://aid.works/2015/06/nepal-haiti/> [10 pages]
- Nepal Earthquakes, What I Saved From the Rubble by Cafod (pdf) [6 pages]

### Climate Change

- The Changing Glaciers of the Everest Region <http://ecs.com.np/features/the-changing-glaciers-of-the-everest-region> [8 pages]
- The Mountainous Battle Against Climate Change <http://ecs.com.np/features/the-mountainous-battle-against-climate-change> [9 pages]
- Climate Change in Nepals Himalayas, Climate Alliance of Himalayan Communities (pdf) [37 pages]

## Pollution and Waste

- Has Air Pollution Made Kathmandu Unliveable? <https://www.theguardian.com/cities/2014/mar/21/air-pollution-kathmandu-nepal-liveable-smog-paris>[3 pages]
- Bagmati River Story <http://kathmandupost.ekantipur.com/printedition/news/2016-06-24/bagmati-river-story.html>[2 pages]
- Electric Rickshaws Give Nepal a Charge <https://www.scientificamerican.com/article/electric-rickshaws-give-nepal-a-charge/>[5 pages]
- For a Cleaner Environment <http://ecs.com.np/features/for-a-cleaner-environment>[5 pages]

## Sustainable Agriculture

- Going Organic in a Growing Culture <http://ecs.com.np/food/going-organic-a-growing-culture>[4 pages]
- The GMO Debate <http://www.myrepublica.com/news/4108>[5 pages]
- The Permaculture Principles <https://permacultureprinciples.com/principles/> (not included in Reader - see webpage)
- Monocultures of the Mind, by Vandana Shiva (pdf)[11 pages]
- "Long Night of Storm" by Indra Bahadur Rai (pdf)[14 pages]

## Gender

- Freedom Limited: The Secret Burdens of Nepali Women <http://himalmag.com/freedom-limited/>[6 pages]
- A Girl Gets Her Period And Is Banished To The Shed <http://www.npr.org/sections/goatsandsoda/2015/10/17/449176709/horrible-things-happen-to-nepali-girls-when-they-menstruate-15girls>[4 pages]
- Nepal Criminalises Isolation of Menstruating Women <http://www.recordnepal.com/wire/news-the-wire/nepal-criminalises-isolation-of-menstruating-women/>[2 pages]

## Labor and Trafficking

- Nepal Earthquakes Leave Bitter Legacy as Children become Quarry for Traffickers <http://www.theguardian.com/global-development/2015/oct/25/nepal-earthquake-six-month-anniversary-children-orphans-people-traffickers>[4 pages]
- Revealed: Qatar's World Cup 'slaves' <http://www.theguardian.com/world/2013/sep/25/revealed-qatars-world-cup-slaves>[3 pages]
- Nepal's Migrant Women Easy Targets for Abuse? <http://www.aljazeera.com/indepth/features/2014/05/nepal-migrant-women-easy-targets-abuse-201452710154969825.html>[4 pages]
- Nepal's Slave Girls <http://www.aljazeera.com/programmes/101east/2013/09/20139249536331927.html>[4pages]
- The Brain Drain Conundrum <https://wavemag.com.np/the-brain-drain-conundrum/>[3pages]
- Exploiting Nepal's Children <http://thediplomat.com/2017/04/exploiting-nepals-children/>[2 pages]

## Modern and Traditional Healthcare Systems

- An Introduction to Ayurveda <https://www.yogaoutlet.com/guides/an-introduction-to-ayurveda>[3 pages]
- 83 Year Old Ayurveda Practitioner Promoting Traditional Treatment <http://kathmandupost.ekantipur.com/news/2015-11-10/83-yr-old-ayurveda-practitioner-promoting-traditional-treatment.html>[3 pages]
- Ayurveda: A Brief Introduction and Guide" (pdf) (not included in pdf Reader - will be shared by faculty) [5pages]

## Cultural Heritage

- Nepali Patience and Heritage Conservation <http://kathmandupost.ekantipur.com/news/2016-02-06/nepali-patience-and-heritage-conservation.html>[4 pages]
- A Second Disaster Awaits Nepal's Heritage <http://www.aljazeera.com/indepth/opinion/2016/04/disaster-awaits-nepal-heritage-160417081759057.html>[3pages]

- In Post-Quake Rebuilding, Kathmandu's Carvers Reclaim a Fading Heritage <https://www.csmonitor.com/World/Asia-South-Central/2017/0717/In-post-quake-rebuilding-Kathmandu-s-carvers-reclaim-a-fading-heritage> [6 pages]
- The Hush of Centuries, by Kapil Bisht, ECS Nepal, Nov 2013 (On Patan Museum), download from Patan Museum website <http://www.patanmuseum.gov.np/publications.php?id=1> [10 pages]

## Additional Suggested Readings

*These additional readings can be accessed using links provided. There are also a few PDFs provided in the student drive.*

### Politics

- Nepal to investigate war crimes <http://www.bbc.com/news/world-asia-37118106>
- Nepal formally adopts new constitution amid protests from minorities <https://www.theguardian.com/world/2015/sep/20/nepal-formally-adopts-new-constitution-amid-protests-from-minorities>
- Nepal's ethnic Madhesis fight for dignity and equality
- <http://www.aljazeera.com/indepth/features/2016/03/nepal-ethnic-madhesis-fight-dignity-equality-tarai-160318100945995.html>

### Ethnicity

- Mustang: A Kingdom on the Edge <http://www.aljazeera.com/programmes/aljazeeracorrespondent/2011/10/201110912360944324.html>
- Tibetans Repressed in Nepal, Rights Group Finds <http://www.nytimes.com/2014/04/02/world/asia/rights-group-documents-repression-of-tibetans-in-nepal.html>
- "The Journey of Nepal Bhasa" Unpublished Thesis by Resha Maharjan, accessible at <https://munin.uit.no/handle/10037/12877>
- The Journey of Nepal Bhasa, Resha Maharjan PhD Thesis (not included in Reader – shared by faculty)

### Gender

- Native Daughters: The battle to secure matrilineal citizenship rights in Nepal <http://www.caravanmagazine.in/lede/native-daughters-matrilineal-citizenshiprights-nepal>
- Feminism for goddesses: does kumari worship empower girls? <http://www.theguardian.com/global-development-professionals-network/2014/mar/05/india-hinduism-goddesses-feminism-global-development>
- Rights group: Nepal failing to stop child marriage <http://www.aljazeera.com/news/2016/09/rights-group-nepal-failing-stop-child-marriage-160908074225985.html>
- It's Her Turn Report, 2017 Evaluation Report by Claire Bennett, shared by Faculty
- Love and Marriage in Nepal <http://www.vogue.com/projects/13534534/love-marriage-nepal-wedding/> (not included in Reader – see webpage)

### Education

- School for a dollar <http://www.aljazeera.com/programmes/101east/2012/10/20121015175122492927.html>
- Nepal Scores Low on Quality Education <http://www.globalissues.org/news/2013/07/09/17013>
- School Drop Out Rate in Nepal is Staggering <http://kathmandupost.ekantipur.com/news/2014-01-30/school-drop-out-rate-in-nepal-staggering.html>
- Poverty and the School Drop Out Rate in Nepal <http://blogs.worldbank.org/youthink/poverty-and-school-dropout-rate-nepal>

### Labor and Trafficking

- How Nepal is Trying to Solve its Blood Brick Problem <http://www.theguardian.com/global-development/2015/feb/12/how-nepal-is-trying-to-solve-its-blood-brick-problem> [2 pages]
- Migration in a Microcosm <http://nepalitimes.com/page/migration-in-a-microcosm-nepal> [4 pages]

### International Aid

- The Nationals and the Internationals <http://himalmag.com/the-nationals-and-the-internationals/> [9 pages]

## Hinduism

- Dashain, the Time of Our Lives <http://ecs.com.np/features/dashain-the-time-of-our-lives>
- Laxmi Puja, Wealth and Happiness <http://ecs.com.np/culture/laxmi-puja-ushering-wealth-and-happiness>
- An Introduction to the Yoga Sutras of Patanjali <http://yogasutrastudy.info/yoga-sutra-introduction/>

## Traditional Medicine

- You Got to Have Faith <http://nepalitimes.com/news.php?id=18953#.WBbaLiTKNyU>
- Amchis want recognition <http://nepalitimes.com/news.php?id=18955#.WBbafyTKNyU>
- I am an Amchi <http://www.nepalitimes.com/blogs/thebrief/2016/10/31/i-am-an-amchi/>
- Demand for 'Himalayan Viagra' Fungus Heats Up, Maybe Too Much <http://www.nytimes.com/2016/06/27/world/asia/himalayan-viagra-climate-change.html>
- Shamanic View of Mental Illness by Stephanie Marohn (pdf) [7 pages]
- Gold rush for Nepal's 'Himalayan Viagra' <http://www.aljazeera.com/indepth/features/2014/06/gold-rush-nepal-himalayan-viagra-2014620955981588.html>
- Grim Picture of Healthcare in Nepal [http://m.nepalnews.com/view\\_article.php?id=18513](http://m.nepalnews.com/view_article.php?id=18513)
- The Silent Epidemic <http://himalmag.com/the-silent-epidemic-suicide-nepal-south-asia/>
- Tibetan Medicine, by Donald R Gore, in Perspectives in Biology and Medicine (from North India Roof of the World reader)

## Buddhism

- Oldest Buddhist shrine found in Nepal <http://www.aljazeera.com/news/asia/2013/11/oldest-budhist-shrine-found-nepal-2013112684317105347.html>
- *Why I Sit - Vipassana Meditation* [www.events.dhamma.org/presskit/pauls-writings/Why-I-Sit-en.pdf](http://www.events.dhamma.org/presskit/pauls-writings/Why-I-Sit-en.pdf)
- The Fundamental Ambiguity of Being Human, Pema Chodron <https://tricycle.org/magazine/fundamental-ambiguity-being-human/>
- Tibetan Buddhism <http://www.religionfacts.com/tibetan-buddhism> [5 pages]
- Tibetan Buddhism [http://www.bbc.co.uk/religion/religions/buddhism/subdivisions/tibetan\\_1.shtml](http://www.bbc.co.uk/religion/religions/buddhism/subdivisions/tibetan_1.shtml) [4 pages]

## Wildlife Conservation

- Nepal Defeats the Wildlife Trade <http://www.nytimes.com/2014/03/18/opinion/nepal-defeats-the-wildlife-trade.html?mtrref=www.google.com&gwh=EC6F1688E827760554DC082D21BE0194&gwt=pay&assetType=opinion>
- A Roaring Comeback <http://ecs.com.np/features/a-roaring-comeback>
- A Community in Conservation <http://ecs.com.np/features/community-in-conservation>
- Yarsagumba: Biological Gold <http://thediplomat.com/2014/08/yarsagumba-biological-gold/>

## Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

<b>Week(s) of Program</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities</b>	<b>Assignments &amp; Due Dates</b>
TBD	Unit 1: Geography and History of Nepal	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Quiz #1</li> <li>● Journal Prompt #1</li> </ul>
TBD	Unit II: Culture, Ethnicity, and Identity	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Journal Prompt #2</li> <li>●</li> </ul>
TBD	Unit II 1: Caste, and Gender	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Quiz #2</li> <li>● Journal Prompt #3</li> </ul>
TBD	Unit IV: Modern Social Issues	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Quiz #3</li> <li>● Complete Essay #1 focusing on one theme selected in consultation with faculty</li> </ul>
TBD	Unit V: Religion and Spirituality (Hinduism & Shamanism)	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Complete Essay #2 focusing on one theme selected in consultation with faculty</li> <li>● Quiz #4</li> </ul>
TBD	Unit VI: Religion and Spirituality (Buddhism)	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Final Project Proposal</li> <li>● Complete Essay #3 focusing on one theme selected in consultation with faculty</li> </ul>
TBD	Unit VII: Development: Modernization, Globalization, and Inequity	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Quiz #5</li> <li>● Journal Prompt #4</li> </ul>
TBD	Unit VIII: Human Rights, Tibetan Refugees, and Social Movements	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Draft Project Paper Due</li> </ul>
TBD	Course Wrap-Up	<i>See Daily Class Calendar</i>	<i>See Daily Class Calendar</i>	<ul style="list-style-type: none"> <li>● Final Project Paper</li> <li>● Final Project Presentation</li> </ul>

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation Policy**

The participant is expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. The participant is further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow participants.

For each course, participants are permitted a maximum of 4 hours of unexcused absence from class. If a participant has more than the permitted hours of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional 2 hours of unexcused absence.

In other words, after 6 hours of unexcused absence an A becomes an A-; after 8 hours of absence an A becomes a B+; after 10 hours of absence an A becomes a B, etc. Missing more than 20% of class hours (excused or unexcused absences) may result in an automatic “F”.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The participant may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The participant may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

For any missed classes, participants are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [studyabroad@wheretherebedragons.com](mailto:studyabroad@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.

## Daily Class Calendar (Sample)

Date/Class/Unit	Class Topics	Readings	Activities	Assignments & Due Dates
<u>Date TBD</u> <u>Class 1</u>  Dhulikhel	Course Syllabus Review: Clarifying Objectives and Expectations, Personal Introductions, Discussing readings	<ul style="list-style-type: none"> <li>Course Syllabus</li> </ul>	Students map out personal learning objectives & interests on board or paper. -Students pick which later class topic from Feb 8 - March 8 they would like to Co-facilitate	
<u>Date TBD</u> <u>Class 2</u> Unit 1: Geography and History of Nepal 2:30 - 4:00pm  Dhulikhel	Himalayan and Tibetan Geography, Regional Juxtaposition, Bio-climate, Bio-Diversity, Regional International Relations	<ul style="list-style-type: none"> <li>The Geography of Nepal</li> <li>The Mountain Region</li> <li>The Hill Region</li> <li>The Terai Region</li> </ul>	Drawing and Looking at Maps!  ( <i>Prep maps</i> )	
<u>Date TBD</u> <u>Class 3</u> Unit 1: Geography and History of Nepal  Dhulikhel, AM	Overview of Classical Nepali Cultural and Political History: Connections with India, Tibet, China & Beyond	<ul style="list-style-type: none"> <li>"Nepalese History"</li> </ul>	Interactive History of Nepal and Surrounding Countries ( <i>print History Cards</i> )	
<u>Date TBD</u> <u>Class 4</u> Unit 1: Geography and History of Nepal & Unit II: Culture, Ethnicity, and Identity  Hasera Farm, PM	Agriculture in Nepal, Nepali Cuisine and Diet, Chemical Free Farming Movements in South Asia  <a href="http://www.organichasera.org">www.organichasera.org</a>	<ul style="list-style-type: none"> <li>"Going organic in a growing culture"</li> <li>"The GMO Debate"</li> </ul>	<i>Tour of HASERA Permaculture Farm,</i>  <i>Talk, Discussion and Farm Tour by Govinda Sharma &amp; Mithu Sharma, co-founders of Hasera Farm.</i>	<ul style="list-style-type: none"> <li>Journal Prompt #1: Impressions of Nepal</li> </ul>
<u>Date TBD</u> <u>Class 5</u> Unit 1: Geography and History of Nepal & Unit II: Caste and Gender  Hasera Farm, AM	Gender in Modern Nepal, Women's Issues, Menstruation, Chaupadi, Activism and Womens' Empowerment Projects,	<ul style="list-style-type: none"> <li>"A Girl Gets Her Period And Is Banished To The Shed"</li> <li>"Nepal criminalizes isolation of menstruating women"</li> </ul>	<i>Dharti Mata's Workshop for Reusable Menstruation Pads.</i>  <i>Talk and discussion by Claire Lin, founder of Dharti Mat.</i>	
<u>Date TBD</u> <u>Class 6</u> Unit II: Culture, Ethnicity, and Identity  Hasera Farm, PM	Chemical Free Farming and Permaculture in Nepal, the Permaculture Ethics and Principles	<ul style="list-style-type: none"> <li>"The Permaculture Principles" @ <a href="http://www.permacultureprinciples.com">www.permacultureprinciples.com</a></li> </ul>	<i>Hands on activities and instruction at Hasera Permaculture Farm</i>	
<u>Date TBD</u> <u>Class 7</u> Unit II: Culture, Ethnicity, and Identity  Bhaktapur	Regional Identities: the Newar of the Kathmandu Valley, Newari Art and Architecture	<ul style="list-style-type: none"> <li><i>Hinduism and the Organization of a Traditional Newar City in Nepal</i>, Ch. 3 of Mesocosm</li> <li>"Characteristics of Buddhist Culture of Nepal Mandala by Bajra Raj Shakya"</li> </ul>	Walking Tour of old Bhaktapur, visit Bhaktapur Art Museum, National Art Museum, and Wood Carving Museum, Guest Tour Guide: Manohari Upadyaya, Director of the Association of Nepal and Himalaya Studies	

<p><u>Date TBD</u> <u>Class 8</u> Unit 1: Geography and History of Nepal &amp; Unit II: Culture, Ethnicity, and Identity Bhaktapur, PM</p>	<p>Introduction to Major Ethnicities and Languages of Nepal, Sanskritic and Tibeto-Burman Language Theory (Vowels and Consonants), Caste, Ethnicity and Politics</p>	<ul style="list-style-type: none"> <li>• "A Mess of Confusion"</li> <li>• "Nepal's minorities, Constituting a nationality "</li> </ul>	<p>(<i>Prep Timeline and Chart of Major Political Events of the past 30 years</i>)  Museums are closed in Bhaktapur on Saturday</p>	<ul style="list-style-type: none"> <li>• Quiz #1 - Nepali Jeopardy!</li> </ul>
<p><u>Date TBD</u> <u>Class 9</u> Unit II: Culture, Ethnicity, and Identity &amp; Unit III: Caste and Gender Bhaktapur, PM</p>	<p>Intersection of Politics, Insurgency, and Gender in Modern Nepal</p>	<ul style="list-style-type: none"> <li>• "Waiting for the 'disappeared'"</li> <li>• "Maoists Sign Peace Deal in Nepal"</li> </ul>	<p>Film: <i>Sari Soldiers</i></p>	<ul style="list-style-type: none"> <li>• Journal Prompt #2: A New Cultural Phenomenon I Have Experienced</li> </ul>
<p><u>Date TBD</u> <u>Class 10</u> Unit II: Culture, Ethnicity, and Identity Bhaktapur, AM  <i>New Moon</i></p>	<p>Overview of Recent Nepali History: Political Parties, Assassinations, Civil War, Fall of the Monarchy, New Constitution, Elections, Overview of the <i>Varna</i> (Caste) System, the interaction between <i>Jat</i>(Caste) and <i>Thar</i> (Ethnicity), Caste-based Discrimination in Modern Nepal, Government Policies and Non-Government Alleviation Programs</p>	<ul style="list-style-type: none"> <li>• Chapter 2 of "Fatalism and Development" by Dor Bahadur Bista – "The Caste System" (skim over)</li> <li>• Intro &amp; First Chapter of "Forget Kathmandu"</li> </ul>		
<p><u>Date TBD</u> <u>Class 11</u> Unit II: Culture, Ethnicity, and Identity Boudha, PM</p>	<p>Ethnicity, Regional Identities: Dolpopa, the people of Upper Dolpa, Romanticization of the Past</p>	<ul style="list-style-type: none"> <li>• Catch up on previously unfinished readings and read what interests you from the old WTBD Himalaya Studies Reader.</li> </ul>	<p>Film: <i>Caravan (Himalaya)</i></p>	<ul style="list-style-type: none"> <li>• Brainstorm Q&amp;A topics</li> </ul>
<p><u>Date TBD</u> <u>Class 12</u> Unit II: Culture, Ethnicity, and Identity <i>Tibetan New Year (Losar)</i> Boudha, AM</p>	<p>Regional Identities: Tibetans of Boudhanath, Tibetan History, Solar-Lunar Calendar, Losar Celebrations, the History of the Boudha Stupa</p>	<ul style="list-style-type: none"> <li>• "The Legend of the Great Stupa"</li> </ul>	<p>Tour of Boudhanath Stupa and local Monasteries. Possible meeting with Buddhist Lama. <i>Public Holiday: Offices, Museums, and Schools are closed, limited public transportation.</i></p>	<ul style="list-style-type: none"> <li>• Journal Prompt #3: Intersection of Nepali History and Society</li> </ul>
<p><u>Date TBD</u> <u>Class 13</u> Unit II: Culture, Ethnicity, and Identity Boudha, PM</p>	<p>Regional Identities: Sherpa of Solukhumbu</p>	<ul style="list-style-type: none"> <li>• "The Changing Glaciers of the Everest Region"</li> </ul>	<p>Film: <i>Sherpa</i></p>	
<p><u>Date TBD</u> <u>Class 14</u></p>	<p>Overview of Hindu Tradition: Perspectives on Philosophical</p>	<ul style="list-style-type: none"> <li>• "Hindu Concepts"</li> </ul>	<p>Guest Lecture by Father Greg Sharkey</p>	

Unit II: Culture, Ethnicity, and Identity & Unit V: Religion and Spirituality (Hinduism) Boudha, AM	Implications of Language, Ritual Tradition, and Society	<ul style="list-style-type: none"> <li>• Selection from Myth = Mithya by Devdutt Pattanaik</li> </ul>		
<u>Date TBD</u> <u>Class 15</u> Unit II: Culture, Ethnicity, and Identity Patan, PM	Newar History Part 2, Patan Museum	<ul style="list-style-type: none"> <li>• "The Hush of Centuries"</li> <li>• "Nepali patience and heritage conservation"</li> <li>• "Newar Buddhist Culture"</li> </ul>	Intro Tour of Patan, Patan Durbar Square, to Kathmandu Valley Preservation Trust Office and Patan Museum (adjacent)	<ul style="list-style-type: none"> <li>• Quiz #2 - Patan Museum Questionnaire</li> </ul>
<u>Date TBD</u> <u>Class 16</u> Unit IV: Modern Social Issues Patan, AM	Historical Conservation, Disaster Recovery, Urban Planning, Traditional Resource Conservation, Economic Revitalization and Development in Patan	<ul style="list-style-type: none"> <li>• "In post-quake rebuilding, Kathmandu's carvers reclaim a fading heritage"</li> <li>• "A second disaster awaits Nepal's heritage"</li> </ul>	Patan Tour with Anil Chitragar	<ul style="list-style-type: none"> <li>• Meet with Michael to select writing theme for Essay #1</li> </ul>
<u>Date TBD</u> <u>Class 17</u> Unit IV: Modern Social Issues	Local Scholarship: Language Conservation in Nepal  Political Activism in Art: Guest Lecture by SheelaschaRajpandan of Kathmandu Arts Collective  <i>Tomorrow (Sunday) is Saraswati Puja / Manjusri Puja: Celebration of the Goddess of Music, Education, and Wisdom</i> Education in Nepal	<ul style="list-style-type: none"> <li>• Catch up on and review of previous readings and read what interests you from the old WTBD Himalaya Studies Reader.</li> </ul>	Field Trip to the South Asia Institute Library, Patan Introduction by Managing Scholar, Nadine Plachte	
<u>Date TBD</u> <i>Saraswati Puja / Manjusri Puja: Celebration of the Goddess of Music, Education, and Wisdom</i>	<i>Not a regularly scheduled class day. Public Holiday: Offices, Museums, and Schools are closed, less transportation.</i>		Consider visiting Swayambhunath or other temples to Observe Saraswati Puja?	
<u>Date TBD</u> <u>Class 18</u> Unit IV: Modern Social Issues	Sustainable Development in the Semi-Urban Townscape, Earthquake Recovery, Organic Farming, NGOs in Nepal, Women's Empowerment Project	<ul style="list-style-type: none"> <li>• "What Happened to the Aid? Nepal Earthquake Response Echoes Haiti" by Emily Troutman</li> </ul>	Field Trip to Kevin Rohan Memorial Eco Foundation Model Village, and lunch, in Chalnakhel, about 30 minutes south of Patan	<ul style="list-style-type: none"> <li>• Quiz #3: What have we learned about up until now?</li> </ul>
<u>Date TBD</u> <u>Class 19</u> Unit VII: Development: Modernization, Globalization, and Inequity	Introduction to Nepal Tea Production, and visit to the ANHS (Association of Nepal and Himalayan Studies) Library	<ul style="list-style-type: none"> <li>• "Nepal's failed development"</li> </ul>	ANHS Library in Bishalnagar, and Tea Tasting at Chiya Paan in Baluwatar, Kathmandu. Introduction to ANHS Resource Library by	<ul style="list-style-type: none"> <li>• Complete Essay #1 focusing on one theme selected in consultatio</li> </ul>

			the Director Manohari Upadhaya	n with faculty ● Meet with Michael to select Writing Theme for Essay #2
<u>Date TBD</u> <u>Class 20</u> Unit IV: Modern Social Issues	Urban Restoration and Historical Conservation Efforts, Urbanization in Nepal, Rural vs Urban Tensions and Livelihood, Internal and International Migrations in Nepal, Foreign Remittance, NRI and PNO communities	<ul style="list-style-type: none"> <li>● "The Brain Drain Conundrum"</li> <li>● "Revealed: Qatar's World Cup 'slaves' "</li> </ul>		
<u>Date TBD</u> <u>Class 21</u> Unit III: Caste and Gender & Unit VII: Development: Modernization, Globalization, and Inequity	Child Sex Trafficking in Nepal, NGOs and the White Savior Complex	<ul style="list-style-type: none"> <li>● "Nepal's migrant women easy targets for abuse?"</li> <li>● "Nepal's Slave Girls"</li> </ul>	Film: Sold	
<u>Date TBD</u> <u>Class 22</u> Unit VII: Development: Modernization, Globalization, and Inequity	The drawbacks of Voluntourism and Development	<ul style="list-style-type: none"> <li>● "Exploiting Nepal's Children"</li> <li>● "Nepal earthquakes leave bitter legacy as children become quarry for traffickers"</li> </ul>	Guest Speaker Claire Bennett, Nirmana Nepal and WTBD Nepal	
<u>Date TBD</u> <u>Class 23</u> Unit II1: Caste and Gender, Unit VIII: Human Rights, Tibetan Refugees, and Social Movements & Unit IV: Modern Social Issues	LGBTQ Activism and Third Gender Status in Nepal: Overview and Implications.	<ul style="list-style-type: none"> <li>● "Freedom Limited: The secret burdens of Nepali women"</li> <li>● Additional readings TBA</li> </ul>		<ul style="list-style-type: none"> <li>● Complete Essay #2 focusing on one theme selected in consultation with faculty</li> <li>● Meet with Michael to Select Writing Theme for Essay #3</li> </ul>
<u>Date TBD</u> <u>Class 24</u> Unit V: Religion and Spirituality (Hinduism) <i>Full Moon (Purnima)</i>	Pashupatinath Temple, Sangeet (South Asian Classical Music), and Funerary Rituals	<ul style="list-style-type: none"> <li>● "The Karmic Yogi and the Spiritual Retreater"</li> <li>● "How are Indian Hindus different from Nepali Hindus"</li> </ul>	Afternoon and Evening Excursion to Pashupatinath Full Moon Concert, Aarti Ceremony, and Observation of Cremation Rites	
<u>Date TBD</u> <u>Class 25</u> Unit V: Religion and Spirituality	Overview of Popular Hindu Myths and Deities, & Hindu Ecology	<ul style="list-style-type: none"> <li>● Excerpts from "Myth = Mithra"</li> <li>● "Water, Wood, and Wisdom"</li> </ul>	Guest Lecture TBA	<ul style="list-style-type: none"> <li>● Quiz #4: Short presentations on a</li> </ul>

	and Perspectives on the Natural World	<ul style="list-style-type: none"> <li>• "Oh Babaji! Men of a Different Cloth"</li> </ul>		myth and character from Hindu Mythology
<u>Date TBD</u> <u>Class 26</u> Unit V: Religion and Spirituality (Hinduism)	Introduction to Ayurveda	<ul style="list-style-type: none"> <li>• "Introduction to Ayurveda"</li> <li>• "83 Year Old Ayurveda Practitioner Promoting Traditional Treatment"</li> <li>• "Ayurveda: A Brief Introduction and Guide"</li> </ul>	Dr. Sarita Shrestha	
<u>Date TBD</u> <u>Class 27</u> Unit VII: Development: Modernization, Globalization, and Inequity	Environmental Issues - Water and Solid Waste, Environmental and Ecological Issues - Air Pollution, Energy, Transportation, and Climate Change	<ul style="list-style-type: none"> <li>• Bagmati River Story"</li> <li>• " For a cleaner environment"</li> <li>• Electric Rickshaws Give Nepal a Charge"</li> <li>• "Has air pollution made Kathmandu unliveable?"</li> </ul>		<ul style="list-style-type: none"> <li>• Final Project Proposal Due</li> <li>• Complete Essay #3 focusing on one theme selected in consultation with faculty</li> </ul>
<u>Date TBD</u> <u>Class 28</u> Unit VI: Religion and Spirituality (Buddhism)  Maha Shivaratri Festival (Great Night of Shiva)	The Life Story of the Buddha, Siddhartha Gautama of the Shakya Clan, Overview of the Overall Tenets of Buddhist Philosophy: 3 Jewels, 4 Noble Truths, 3 Characteristics of Samsara, 4 Philosophical Seals	<ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 18-29"</li> <li>• "A Lamp" Chapter 6 &amp; 8</li> </ul>		<ul style="list-style-type: none"> <li>• Quiz #5</li> <li>• 1st Draft Project Paper Due</li> </ul>
<u>Date TBD</u> <u>Class 29</u> Unit VI: Religion and Spirituality (Buddhism)	Overview of the Philosophical Tenet Systems of the Three Vehicles, Karma, 12 Links of Interdependent Origination, Historical Development of the Sangha and the Geographic Spread of Buddhism,	<ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 45 - 53</li> <li>• "A Lamp", Chapter 9</li> </ul>		
<u>Date TBD</u> <u>Class 30</u> Unit VI: Religion and Spirituality (Buddhism)  <i>New Moon</i>	The Mahayana: Compassion and Emptiness, and the Bodhisattva Attitude	<ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 31-43</li> <li>• "A Lamp", Chapter 7</li> </ul>		<ul style="list-style-type: none"> <li>• Journal Prompt #4: Buddhism</li> </ul>
<u>Date TBD</u> <u>Class 31</u> Unit VI: Religion and Spirituality (Buddhism)	The Vajrayana: Theory and Practice.  	<ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 63-84, 94-102.</li> <li>• "A Lamp", pp 129-134</li> </ul>		

<p><u>Date TBD</u> <u>Class 32</u> Unit VIII: Human Rights, Tibetan Refugees, and Social Movements</p>	<p><i>Tomorrow (Sunday March 10) is Tibetan Uprising Day.</i></p>	<ul style="list-style-type: none"> <li>• ' Shrangri-la in Exile - Representations of Tibetan Identity and Transnational Culture"</li> <li>• " China's influence in Nepal endangers Tibetan refugees"</li> <li>• "Tibet's Burning Protest"</li> </ul>	<p>Visit to UNHCR Tibetan Office to learn about Tibetan Exile History and ongoing Tibetan situation as it relates to Nepal.</p>	
<p><u>Date TBD</u> <u>Class 33</u> <i>(2 hour session)</i> Project Presentations</p>				<ul style="list-style-type: none"> <li>• Project Paper Second Draft Due</li> <li>• Final Project Presentations</li> </ul>
<p><u>Date TBD</u> <u>Class 34</u> <i>(2 hour session)</i> Project Presentations</p>				Project Presentations
<p><u>Date TBD</u> <u>Class 35</u> Unit II: Culture, Ethnicity, and Identity</p>	<p>Language Preservation Issues, Regional Identities: Chokati Preparation, Geographic Identities: The Thangmi of Chokati, Introduction to Thangmi language</p>	<ul style="list-style-type: none"> <li>• "Language Endangerment and Linguistic Rights in the Himalaya"</li> <li>• Excerpts from "Forgotten People: Thangmi" from the old Dragons Himalaya Reader, &amp; Thami Nepali English Dictionary by Mark Turin</li> </ul>		
<p><u>Date TBD</u> <u>Class 36</u> Unit VII: Development: Modernization, Globalization, and Inequity</p>	<p>-Rural Disaster (Earthquake) Relief and Recovery</p>	<ul style="list-style-type: none"> <li>• "What I saved from the Rubble" by Cafod</li> <li>• "Long Night of Storm"</li> </ul>	<p>Walk led by Man Bahadur Thami and Ram Bahadur Nagarkoti and / or GopyDahal</p>	
<p><u>Date TBD</u> <u>Class 37</u> Unit VIII: Human Rights, Tibetan Refugees, and Social Movements</p>	<p>Social Development and Gender Based Activism in Chokati or Regional Identities: The Lepchas of Sikkim, and Nepali Gorkha Migrations to Sikkim, and the Gorkhaland Movement</p>	<ul style="list-style-type: none"> <li>• Excerpts from "It's Her Turn"</li> </ul>	<p>Guest Interview: Bal Kumari Nagarkoti Or Sharon Sitling</p>	
<p><u>Date TBD</u> <u>Class 38</u> Unit V: Religion and Spirituality (Hinduism)</p>	<p>- Introduction to Shamanism in Nepal and -Overview of Popular Hindu Myths and Festivals: Holi Festival</p>	<ul style="list-style-type: none"> <li>• "Saving the Indigenous Soul" by Derrick Jensen and Martin Prechtel"</li> <li>• "A discussion of I.M Lewis' comments that</li> </ul>		

		"the shaman is not less than the psychiatrist", from the old WTBD Himalaya Reader.		
<u>Date TBD</u> <i>Holi Festival</i>			Holi Festival, no class	
<u>Date TBD</u> <u>Class 39</u> Unit VII: Development: Modernization, Globalization, and Inequity  Spring Equinox & Full Moon (Purnima)	-Traditional Agriculture, Food Security, and Agricultural Development, Climate Change and Environmental Conservation	<ul style="list-style-type: none"> <li>● "Monocultures of the Mind" by Vandana Shiva</li> <li>● "The mountainous battle against climate change"</li> <li>● "Climate Change in the Himalayas"</li> </ul>		Paper Due



**Course Syllabus**  
**ANTH 325 / ISP 325:**  
**Independent Study Project (ISP): Methods and Application**  
**(Anthropology 325 / Independent Study Project 325)**

**Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Varies

**Faculty of Record:** TBD

**Email:** TBD

**Course Description**

This course is focused on providing students with a basic understanding of ethnographic research methods and skills, while also giving students the opportunity to develop specialized knowledge in a topic of study. During the first half of the course, a series of thematic seminars focus on research methodologies, the importance of ethics in research, best practices in working in cross-cultural partnerships in the host country, and skills training related to designing a study proposal. Students develop an understanding of how to refine research question(s), determine appropriate research and learning methods, and address ethical issues related to their projects. During the second half of this course, students use the plan outlined in their approved study proposal to carry out an individualized and in-depth study on a subject of their choice using primary sources. With the support of an academic advisor and/or a local mentor, students select a topic which relates to the program's scope, design an approach to study this subject, and conduct an individual project. The chosen topic of independent study may involve either an academic inquiry or the learning of a traditional skill through an apprenticeship.

**Course Materials**

- **Reader:** Dragons ISP Reader (includes all articles listed in the Required Reading section of the syllabus)
- Additional readings to be determined by student, faculty advisor, and ISP mentor

### **Method of Instruction**

This course is delivered through a series of lectures, readings, class discussions, reflections, presentations, independent research and non-classroom structured activities.

### **Outcomes**

#### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Design a method to investigate a specific topic, including creating an individual learning plan which describes methods of research, timeline, and goals.
- Understand a variety of research methodologies and demonstrate the ability to conduct research using culturally appropriate research methods.
- Analyze and evaluate information/data gathered from primary sources or from a local mentor.
- Identify and recognize ethical issues as they relate to research, and specifically to research in the host country.

#### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The process of conducting independent research.
- Their specific topic; the student will demonstrate a strong working knowledge of information related to the topics.
- The challenges and opportunities of conducting research in the host culture specifically, and in carrying-out research in cross-cultural settings generally.

#### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Competence in carrying out independent research and investigations of a topic.
- Effective oral presentation skills.
- Greater self-confidence in ability to interact with and learn about the host culture.
- (If applicable) Confidence using local language when conducting research.

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	10%	On-Going
2	Response papers, leading discussions, and other assignments	15%	On-Going
3	ISP Journal	10%	On-Going Due by TBD
4	Project Proposal	10%	TBD
5	Project Plan Outline	10%	TBD
6	Final Paper	25%	TBD
7	Oral Presentation	20%	TBD

## Description of Evaluation Areas

A total of 21-26 pages of written work are required for this class through a series of written assignments. Note that all work should be presented in Times New Roman font, 12pt size, and double spaced.

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend and be on time to all regularly scheduled classes and activities. Students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading.
2	Assignments & Homework	Completion of all assignments and homework, including response papers, and full participation in leading/facilitating discussions and other class time.
3	ISP Journal	A portion of your participation grade will be assessed based on your regular upkeep of an ISP Journal. This journal should outline the time and activities you have spent on your project, contacts, interviews, and other observations. You should log all hours spent on your project (see sample log below) and include activities such as working with a local mentor, participant observations, note transcription, interviews, information analysis, reading supplementary materials, writing, etc.). Your final ISP Journal should be a minimum of 10 pages in length. The journal should be divided between a log marking hours and general activities and another section that includes more detailed field notes.
4	Project Proposal	After meeting with the faculty member to discuss potential ISP topics, you should then submit a Research Project Proposal. See instructions in the Appendix. The Project Proposal should be at least 1 page in length and should also include the supplemental Independent Study Travel Proposal (if applicable).
5	Project Plan Outline	Following feedback from the faculty member on your Project and Independent Travel Proposal, you should write a Project Plan Outline. See Instructions in the Appendix. The Project Outline should be at least 4 pages in length and should include the supplemental Independent Study Travel Plan (if applicable).

6	Final Paper	<p>The final paper should be 12-17 pages in length and must include a minimum of 10 sources that are properly cited. In-person 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.</p> <p>Your paper will be evaluated based on the following criteria: description of topic and research goals, focus of research project/question, description of why this topic is relevant to your program, outline of the parameters of your study (the scope and any limitations), methodology used to investigate topic (including use of primary sources available in the host country), degree of accuracy, analysis of subject matter, grammar, use of intercultural communication skills and references.</p>
7	Oral Presentation	<p>Depending upon the nature of ISP, presentations should be 30-60 minutes. Presentations should introduce (and will be assessed on delivery of) your ISP topic and research question, objectives, methods used/strategy, overall experience, and learning outcomes. Presentations should model experiential methods, fully engaging your audience and be organized.</p>

## Required Readings<sup>12</sup>

### Select Readings from Books

- Babbie, Earl. 2008. *The Basics of Social Research* (4th edition). Belmont, CA: Thomson Wadsworth.
- Bernard, H. Russell. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (4th edition). Lanham, MD: AltaMira Press.
- Flick, Uwe. 2009. *An Introduction to Qualitative Research* (4<sup>th</sup> Edition). Los Angeles, CA: Sage Publications.

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<sup>1</sup> Included here are a set of possible readings for this course. Specific readings will be determined by the faculty throughout the course.

<sup>2</sup> Copyright and Fair Use Statement:

Copyright laws and fair use policies protect the rights of authors. Materials used on Dragons courses such as articles, music, etc. may at times be copyrighted. It is important to note that these materials are provided for private study, scholarship, or research. Materials are sometimes provided in a printed format (one copy per participant) and sometimes electronically. If materials are provided electronically, participants may download one copy of the materials on any single electronic device for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond these uses, no materials provided may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Where There Be Dragons and employees of Dragons do not assume any responsibility for individuals who improperly use copyrighted material.

- Kelly, Aidan P. 2016. *Social Research Methods*. London, England: The University of London.
- Mack, Natasha, Cynthia Woodson, Kathleen M. MacQueen, Greg Guest, and Emily Namey. 2005. *Qualitative Research Methods: A Data Collector's Field Guide*. Research Triangle Park, NC: Family Health International.
- Royce, Anya Peterson. 2002. "Ch 1: Learning to See, Learning to Listen: Thirty-Five Years of Fieldwork with the Isthmus Zapotec." *Chronicling Cultures: Long-term Field Research in Anthropology*. Lanham, MD: AltaMira Press, pp. 8-33.

#### Journal Articles

- Agree, Jane. 2009. "Developing qualitative research questions: a reflective process." *International Journal of Qualitative Studies in Education* 22(4): pp. 431-447.
- Creed-Kanashiro, H., B. Oré, M. Scurrah, A. Gil, M. Penny. 2005. "Conducting Research in Developing Countries: Experiences of the Informed Consent Process from Community Studies in Peru." *The Journal of Nutrition* 135(4): pp. 925-928.
- Ellis, Carolyn. 2007. "Telling Secrets, Revealing Lives: Relational Ethics In Research With Intimate Others." *Qualitative Inquiry*, 13(1): pp. 3-29.
- Hung, Po-Yi and Abigail Popp. "How to frame a researchable question." Learning Historical Research.  
<http://williamcronon.net/researching/questions.htm>
- Rockquemore, Kerry Ann. 2010. "Writing IS Thinking." *Inside Higher Education*.  
<https://www.insidehighered.com/advice/2010/07/19/writing-thinking>

#### Handouts

- Carleton University. Effective Questions for Leading Discussion
- Indiana University Libraries. Narrowing a Topic and Developing a Research Question.  
[https://libraries.indiana.edu/sites/default/files/Develop\\_a\\_Research\\_Question.pdf](https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf)

## Websites

- Sample Student Research Projects from USU Ethnographic Field School  
<https://anthropology.usu.edu/research/ethnographies>
- Staying Afloat: Some Scattered Suggestions on Reading in College  
<https://www.swarthmore.edu/SocSci/tburke1/reading.html>
- Writing Guide USC Libraries  
<http://libguides.usc.edu/writingguide/purpose>

Additional readings to be determined by student, faculty, and ISP mentor (if applicable)

## Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

Week(s) of Program	Topic	Readings	Activities	Assignments & Due Dates
TBD	Introduction to Course	Required: <ul style="list-style-type: none"> <li>Review this syllabus</li> <li>Staying Afloat: Some Scattered Suggestions on Reading in College <a href="https://www.swarthmore.edu/SocSci/tburke1/reading.html">https://www.swarthmore.edu/SocSci/tburke1/reading.html</a></li> <li>Effective Questions for Leading Discussion. Handout from Carleton University.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce ISP syllabus, schedule of course, and expectations</li> <li>Explore and review potential ISP topics and brainstorm individual interests</li> <li>Frame introduction to ethnographic observation</li> <li>Review expectations for Student Led Discussion and create schedule</li> <li>Instructor-modeled discussion about readings</li> <li>Debrief of ethnographic observation activity</li> <li>Introduce ethnographic journal assignment</li> </ul>	<ul style="list-style-type: none"> <li>Ethnographic observation_activity</li> </ul>
TBD	Unit 1: Introduction to ISP and Human Inquiry	<ul style="list-style-type: none"> <li>Chapter 1: What is social research? Kelly, Aidan P. "Social Research Methods". 2016. University of London. [20 pages]</li> <li>Babbie, Earl. The Basics of Social Research Chapter 1: Human Inquiry and Science. [29 pages]</li> <li>A Student's Guide to Reading and Writing in Social Anthropology", Department</li> </ul>	<ul style="list-style-type: none"> <li>Share about ethnographic journal</li> <li>Introduce ISP scope and expectations</li> <li>Explore and review potential ISP topics</li> </ul>	<ul style="list-style-type: none"> <li>Submission of 3-5 individual possible projects/topics/questions with short description, list of potential challenges, and pros/cons of carrying-out these projects in the host country.</li> <li>Response Paper (2 pages) on the</li> </ul>

		<p>of Anthropology, Harvard University, by Smita Lahiri, Lilith Mahmud, and James Herron [42 pages]</p> <ul style="list-style-type: none"> <li>• <a href="#">Qualitative vs. Quantitative Research</a> [9:03]</li> <li>• Syllabus Appendix on “Choosing an ISP topic”</li> </ul>		<p>potential benefits and challenges of social research. What can it teach us and where are its limitations?</p> <ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.</li> <li>• Ethnographic journal</li> </ul>
TBD	Unit 2: Introduction to Ethical Research Guidelines	<ul style="list-style-type: none"> <li>• The “Ethics and Independent Study Projects” section of the Dragons Academic Policies (not included in course reader – reference policies directly)</li> <li>• Babbie, Earl. The Basics of Social Research Chapter 3: The Ethics and Politics of Social Research [28 pages]</li> <li>• Telling Secrets, Revealing Lives, Relational Ethics In Research With Intimate Others. Carolyn Ellis, 2007. [20 pages]</li> <li>• “Conducting Research in Developing Countries: Experiences of the Informed Consent Process from Community Studies in Peru” in American Society for Nutritional Sciences, 2005. [4 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• Non-graded quiz on Protecting Human Research Participants</li> <li>• Student-led discussion and review of concepts</li> <li>• Meet with faculty to discuss ISP options and resources (schedule independently)</li> <li>• In class brainstorming of ISP ethical considerations</li> <li>• Review ISP Plan components</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.</li> <li>• Reviewing previous submissions of brainstormed 3-5 topics, re-submit with added thoughts and consideration of ethics and human research participants.</li> <li>• 1.5 page response paper critiquing a student-chosen pre-modern historical human research experiment using modern ethics considerations</li> <li>• Ethnographic journal</li> </ul>
TBD	Unit 3: Designing a Research Project	<ul style="list-style-type: none"> <li>• Flick, Uwe. 2009. “Ch: 12 How to Design Qualitative Research: An Overview.” An Introduction to Qualitative Research. [20 pages]</li> <li>• Qualitative Research Methods: Module 1 Qualitative Research Methods Overview [15 pages]</li> <li>• Narrowing a Topic and Developing a Research Question, Indiana University Libraries [1 page]</li> </ul>	<ul style="list-style-type: none"> <li>• Review what makes a good research question</li> <li>• Pairs or small group sharing of topics/questions to elicit comments and suggestions</li> <li>• Check in about ethnographic journals</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.</li> <li>• Maintain ISP Journal</li> <li>• Complete Project Proposal</li> <li>• Ethnographic journal</li> </ul>

		<ul style="list-style-type: none"> <li>• Hung and Popp: “How to frame a researchable question” [7 pages]</li> <li>• Developing qualitative research questions: a reflective process. Jane Agee. [16 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• Review ISP Journal expectations</li> <li>• Pairs or small group sharing of draft Project Proposals to elicit comments and suggestions</li> <li>• Meet with faculty to discuss Project Outline</li> </ul>	
TBD	Unit 4: Research Methods & Best Practices	<ul style="list-style-type: none"> <li>• Qualitative Research Methods: Module 2 Participant Observation [18 pages]</li> <li>• Bernard, Russell. Research Methods in Anthropology, Chapter 9: Interviewing Unstructured and Semistructured [41 pages]</li> <li>• Qualitative Research Methods: Module 3 In-Depth Interviews [23 pages]</li> <li>• Bernard, Russell. Research Methods in Anthropology, Chapter 14: Field Notes: How to Take Them, Code Them, Manage Them [26 pages]</li> <li>• Royce, Anya Peterson. “Ch 1: Learning to See, Learning to Listen” <i>Chronicling Cultures: Long-term Field Research in Anthropology</i>. 2002. [25 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• Debrief of ethnographic observation journal</li> <li>• Participant Observation Activity</li> <li>• Semi-Structured Interview Activity</li> <li>• Present individual draft Project Plan Outline to solicit group feedback, considerations, and suggestions</li> <li>• Risk Management Training</li> <li>• Budget Training</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations</li> <li>• Meet with faculty to discuss refined ISP proposal and research plan</li> <li>• Submit ethnographic observation journal with photo and conclusion</li> <li>• Submit a Project Plan Outline</li> <li>• Maintain ISP Journal</li> <li>• Locate 3-5 supporting documents related to topic of study</li> <li>• Submit Budget Proposal</li> <li>• Submit Risk Management Plan</li> </ul>
TBD	Unit 5: Independent Data Gathering / Learning	<ul style="list-style-type: none"> <li>• Rockquemore, “Writing IS Thinking.” Inside Higher Education. [2 pages]</li> <li>• Sample Student Research Projects from USU Ethnographic Field School: <a href="https://anthropology.usu.edu/research/ethnographies">https://anthropology.usu.edu/research/ethnographies</a></li> <li>• Self-identified readings that support research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identified activities as required by individual research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly check-in with faculty member to update on progress.</li> <li>• Maintain ISP Journal</li> </ul>
TBD	Unit 6: Independent Data Analysis and Reflection	<ul style="list-style-type: none"> <li>• Self-identified readings that support research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identified activities as required by individual research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly check-in with faculty member to update on progress.</li> <li>• Maintain ISP Journal</li> </ul>

			<ul style="list-style-type: none"> <li>• Meet with faculty to discuss project progression</li> </ul>	
TBD	Unit 7: ISP Wrap-Up	<ul style="list-style-type: none"> <li>• Self-identified readings that support research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identified activities as required by individual research projects</li> <li>• Meet with faculty to debrief fieldwork and prepare for presentation</li> <li>• ISP Class Presentations &amp; Peer Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Final Paper</li> <li>• Give Oral Presentation</li> <li>• Submit final ISP Journal</li> </ul>

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalents
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation Policy**

The participant is expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. The participant is further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow participants.

For each course, participants are permitted a maximum of 4 hours of unexcused absence from class. If a participant has more than the permitted hours of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional 2 hours of unexcused absence.

In other words, after 6 hours of unexcused absence an A becomes an A-; after 8 hours of absence an A becomes a B+; after 10 hours of absence an A becomes a B, etc. Missing more than 20% of class hours (excused or unexcused absences) may result in an automatic “F”.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The participant may not make up quizzes, exams, or other assignments

which he/she misses as a result of unexcused absences. The participant may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

For any missed classes, participants are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [studyabroad@wheretherebedragons.com](mailto:studyabroad@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



# ISP APPENDIX: Additional Resources/Instructions

## Types of ISP Topics

As you begin to consider an ISP topic, it may be helpful to consider topics as they might fall into two different categories.

**Analytical ISP:** Some students choose to complete an analytical ISP on a particular topic that relates to the host country/culture. This type of ISP may focus more on an investigation of a social topic, current-event, or traditional or cultural practice. An analytical ISP tends to focus research on collecting information from observations, interviews, or academic/media resources.

**Practical ISP:** Many students choose to investigate an ISP in which they can work with a local mentor on a practical topic which may be more hands-on or creative. A Practical ISP should be directly related to the host country/culture and generally involves working with a local expert in order to gain practical understanding and skills related to an ISP. Students who choose to do a Practical ISP may create a final product (such as a work of art or music) and present this during their oral presentation. (Oral Presentations will likely require the student to carry out some research in order to be able to talk knowledgeably about context). That being said, these students also required to complete other written assignments as described in the syllabus.

## Choosing a Topic

As you are in the process of selecting an ISP topic, go through the following questions.

- Is this project one that can only be done because I am in the host country? Ideally, your answer will be yes. Your topic should be pertinent to the place and not something you could easily do at home.
- Is this a project that will help me better understand the host country/culture? Ideally, your answer will be yes.
- Will I need a great deal of online or library materials to sufficiently investigate this project? Ideally, the answer will be no as you will have limited access to the internet and library resources.
- Can I describe my topic in one sentence or less? Ideally, your answer will be yes – demonstrating that it is a focused topic.
- Given the amount of time and resources I have to spend on my ISP, can I realistically look at this topic in a meaningful way? Ideally, your answer will be yes.



## Project Proposal

Use the below format to write your ISP Project Proposal. Keep in mind that there are three parts to the Project Outline and all must be completed.

Name: \_\_\_\_\_ (First) \_\_\_\_\_ (Last)

Name of your Home Institution: \_\_\_\_\_

### PART 1: PROJECT DETAILS (Proposal)

1. **Research Topic:** *Clearly state your research topic.*
2. **Research Question:** *What is your primary research question?*
3. **Goals of Research:** *What are your goals/reasons for choosing this ISP topic? What do you hope to learn from this project? Is this project connected to any other personal, academic or career interests and what are the corresponding learning objectives? Where will you step outside your comfort zone during this project? How are you going to motivate yourself and take responsibility for your learning?*
4. **Back Up:** *Do you have a second-choice of ISP topic that you would like to pursue?*

### PART 2: ETHICAL CONSIDERATIONS (Proposal)

*Review the Ethical Considerations section of the Project Outline. Do you have a sense of what kind of project you would like to propose (e.g. documentary or case studies)? Do you have any initial thoughts on ethical issues that might come up as you pursue this project?*

### PART 3: TRAVEL DETAILS (Proposal)

1. **Location(s):** What is (are) the location(s) that you would need to travel to in order to complete your research project?
2. **Why this location:** Discuss how the particular location(s) will help meet the goals of your project. Are there other potential locations that would work? If so, what are the pros & cons of each location(s)?
3. **Does location(s) meet individual values and goals:** Will location(s) be able to provide for an authentic immersion experience? Is it heavily touristic? Is it on the “Lonely Planet” circuit? Does it meet the values and goals that you have as an individual?
4. **Travel time(s):** About how long would it take to travel to/from the location (from Kathmandu)? If multiple locations, about how long would it take to travel between locations?
5. **Method of travel:** what ways of traveling are available for travel? Which would be your preferred method of travel? Are tickets readily available for purchase? Do they need to be purchased in advance? If so, how much in advance?
6. **Travel logistics:** Other than transportation, what other logistics and issues need to be considered? E.g.: lodging, communication, safety/risk management, weather, etc. What are some considerations of each of these?
7. **Costs / Budget:** Please lay out and estimate for some of the major costs of this travel location(s). Does this travel and research fall within the estimated budget? If not, is there a cheaper alternative?



## Project Outline (Final Plan)

Use the below format to write your ISP Project Outline. Keep in mind that there are three parts to the Project Outline and all must be completed.

Name: \_\_\_\_\_ (First) \_\_\_\_\_ (Last)

Name of your Home Institution: \_\_\_\_\_

### PART 1: PROJECT DETAILS (Outline)

1. **Project Topic and Goals Statement:** *Outline your project topic and goals. Based on any feedback you received from the proposal site, further refine your project topic, question, and goals.*
2. **Methodology:** *What are your proposed methods of investigating this topic? In other words, how you will collect/analyze information or learn about the topic. How will you connect with and utilize local contacts or organizations to deepen your understanding of the topic? If you are doing a practical ISP, how do you plan to work with a local mentor?*
3. **Resources:** *What are the resources (people, places, books, articles, experiences, interviews, etc.) that you plan on using for this project? What, if any, monetary funds are needed to complete this project (please include a detailed outline of your budget)? What requests do you have for support from faculty/instructors? Please also provide a list of supplementary readings will you engage with as part of this ISP.*
4. **Timeline:** *Create a detailed timeline of how you will carry out this project. Include dates, times, resources, interviews, reading, practicing or any other methods you think you may be devoting your time to during this project.*
5. **Potential Challenges:** *What barriers could potentially hinder you from accomplishing your ISP goals? What is your plan for overcoming those challenges?*

### PART 2: ETHICAL CONSIDERATIONS (Outline)

Indicate what kind of Independent Study Project is being proposed:

- Journalistic or Documentary Activity** (including Oral History): The activity is limited to investigations or interviews (structured or open-ended) that focus on specific events (current or historical), views, etc.
- Informational Interviews and Surveys (Not About Individual Humans):** The activity does not include collecting data or private information about individual living human beings. This might include surveys or interviews about policies/practices, requests for aggregated, non-identifiable demographic data about specific populations, interviews about the structure, purpose, strategies, or challenges of an organization.
- Case Studies:** Explorations of particular individuals or small groups in very specific contexts. This kind of project does not involve systematic investigation or lead to generalizable results.

- Practical/Mentorship Activity:** Working with a local mentor on a hands-on or creative topic. The primary purpose is to work with a local expert in order to gain practical understanding and skills related to a topic/craft/art.
- Research Project:** A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
  - Non-Human Research Project:** Human subjects are not involved in the research activities.
  - Human Research Project:** Research activities involve living individuals whom the student will 1) obtain information through interventions or interactions with the individual and study/analyze the information or 2) obtains, uses, studies, analyzes, or generates identifiable private information. *Note that this type of project may require review by an Institutional Review Board (IRB) and will require early submission.*
- Program Evaluation/Quality Assurance Review/Quality Improvement Project:** The activity is limited to program evaluation, quality assurance, or quality improvement activities designed specifically to evaluate, assure, or improve performance within a department, classroom, or hospital setting.
- Other:** Please specify \_\_\_\_\_.

#### Analysis of ethical issues

- 1) What, if any, human subjects that will be involved with your research?
- 2) What risks will your project involve for the subjects of your study? How you will work to reduce or manage potential risks to participants? What are the benefits?
- 3) Does your project involve any sensitive topics or confidential information that could put any human subjects at risk if disclosed?
- 4) Does your project involve persons from vulnerable populations?
- 5) Will human subjects participate in your project voluntarily, without any coercion or pressure to participate?
- 6) Do you plan to distribute the results of the project outside of the classroom or Dragons?

*Note that faculty will review your reflections on ethics, and students may be asked to revise their proposal or the proposal may require review by Naropa University's IRB (see Academic Policies for more information related to the IRB Review Process). Note that any project that may require IRB review must be submitted very early in the semester in order to allow for sufficient time for review. If this is not possible, the student is encouraged to choose an alternate type of project that does not involve human research.*

### **PART 3: TRAVEL DETAILS (Outline)**

*Before completing this portion of the Project Outline, please review the policies and risks associated with independent travel in the Participant Agreement.*

1. Provide a brief overview of your proposed travel plans during the Independent Study Travel portion of the program.
2. Discuss how the particular location(s) you have outlined in your travel proposal will help meet the goals of your Independent Study Project. Also, describe how the activities you plan to engage in will meet the objectives of your study. Reference specific details from your Independent Study Project outline.
3. Outline a day-by-day itinerary of the proposed travel. Be as specific as possible by filling out the following table (add more rows for each day as needed):

Day/Date	Location	Transportation and/or Lodging/Accommodation	What activities will you engage in on this day that relate to your Independent Study?

4. Please provide any additional details about your itinerary such as particular contacts or aspects of the travel you are not yet sure of.
5. Please discuss the risks associated with your travel plan by filling out the following table (add more rows for each day as needed):

Day/Date	Location (city and accommodations)	Location Specific Risks	Nearest Hospital or Clinic
<b>Other general risks associated with this travel:</b>			

6. Discuss how you will mitigate the risks presented above.
7. Provide your contact information:

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Secondary Phone Number \_\_\_\_\_ Secondary Email \_\_\_\_\_

Emergency Contact (Local contact or liaison) \_\_\_\_\_

1. Check-in schedule with faculty mentor:
  - a. Choose date to email the ISP Faculty and Program Instructors an update sometime within the first three days of independent travel \_\_\_\_\_
  - b. Choose date and time of first check-in phone call with ISP Faculty and Program Instructors during first full week of independent travel between the hours of 9am to 4pm local time for thirty minutes to an hour \_\_\_\_\_
  - c. Choose date and time of second check-in call ISP Faculty and Program Instructors during second full week of independent travel between the hours of 9am to 4pm local time for thirty minutes to an hour \_\_\_\_\_



Date	Observations/Reflections



## Course Syllabus GLOS 211: Intercultural Development and Global Citizenship (Global Studies 211)

### Course Information

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Varies

**Faculty of Record:** TBD

**Email:** TBD

### Course Description

Drawing from culturally diverse models of leadership and epistemology, this course examines topics such as interpersonal and intercultural communication skills, leadership styles, contextualizes human development issues, ethnorelativism, and the roles and responsibilities of global citizenship. Through a variety of instructional methods, assignments, and experiential participation, students explore the factors which influence human relationships to self, community, society, and the natural world. This course is meant to engender students engaging with big questions of values, ethics, purpose and questions of engagement, contentment, and community and social organization.

### Course Materials

- **Reader:** Dragons Intercultural Development and Global Citizenship Reader (includes all articles listed in the Required Reading section of the syllabus).

### Method of Instruction

This course is delivered through a series of lectures, readings, class discussions, reflections, presentations, and non-classroom structured activities.

## **Outcomes**

### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Describe and analyze key theories, models, and pedagogies related to the course including experiential education, the Developmental Model of Intercultural Sensitivity, the Group Development Model, and Working Styles.
- Understand the process of constructing cultural identity and be able to identify values which underlie cultural practices.
- Problematize and contextualize questions central to studies of development.
- Understand strategies for observing varying cultural frameworks and using those observations to reflect on one's own cultural identity.
- Learn and practice strategies for shifting perspectives in order to better understand interactions with, and the frameworks that underlie, the host culture.
- See oneself as interconnected within the global context and work to develop empathy and compassion.
- Articulate varying means for giving and receiving feedback in effective ways in order to improve the functioning of a group.
- Identify varying leadership styles and skills necessary to be an effective leader.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The concepts of ethnorelativism, worldview, and cultural relativity.
- Approaches to development and (perceived) positive change across cultures and contexts.
- Possible roles and responsibilities as they relate to the concept of global citizenship.
- Differing leadership styles and working styles, as well as approaches to conflict management across cultures.
- Group function concepts such as group culture(s), life cycles, and decision making.
- Fundamental understanding of religious and spiritual practices in the host culture.

### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Ability to express one's self authentically and effectively collaborate with others.

- Effective communication skills among diverse cultures, including home and the host culture.
- Ability to effectively organize and present arguments in writing, presentations, and debates.

### Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all discussions, reading assignments, lectures, classes, field studies, and other course activities	20%	On-Going
2	Assignments	25%	On-Going
3	Leadership Activities	15%	On-Going
4	Group Feedback & Self-Evaluations	15%	On-Going (Specific Dates TBD)
5	Final Projects: <ol style="list-style-type: none"> <li>1. Individual presentation of host country-specific development topic</li> <li>2. Student group facilitation of transference activity or discussion and final ritual or ceremony</li> </ol>	25%	TBD

### Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to be on time and attend all regularly scheduled classes and activities. Students are expected to have completed all required readings, have worked to understand class concepts, and be prepared to fully participate in class.
2	Assignments	Completion of all assignments, student-led discussions in pairs or small groups and subsequent analysis, class debates, and 5 total response and reflection papers of 2-4 pages each (varies) (three of which must be polished and posted on the group's Yak Board).
3	Leadership Activities	Full participation of student group and individual leadership roles and in all student-led expeditions and excursions (on-going throughout semester), including organizing, attendance, and participation in group planning sessions, fulfilling individual responsibilities and assignments, involvement during execution of excursion, consideration of how to work to improve group functioning, and fulfilling responsibilities associated with rotating group role.
4	Group Feedback & Self-Evaluations	Full participation in group feedback sessions (debriefs) of all student-led expeditions and excursions (3%), feedback sessions intended to improve group function (including individual leadership and student group roles) (3%), and individual and group feedback sessions regarding assignments such as presentations and the final project (9%).
5	Final Projects	1. Completion of requisite research and presentation on a host country-specific development topic of your choice. These topics will be a narrower and more in-depth continuation of your pair or small group development discussions facilitated either on week four or week five. Presentations should be between 30-45 minutes and include varied multimedia and actively work to involve audience participation and

		<p>research should include at least 12 sources (can include articles, books, documentaries, interviews, photojournalism, etc.) (7.5%).</p> <p>2. In consultation with instructors, the student group will organize and facilitate <b>both</b> a relevant activity or discussion and a final ritual or ceremony during the transference portion of the program. Both the discussion/activity and the ritual/ceremony should be between 1-1.5 hours long, reflect the three core values of Global Citizenship, Awareness of Self, and Leadership, be relevant to the experiences had during this program, and help transfer learning back home (7.5%).</p>
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## Required Readings<sup>1</sup>

1. Expedition Behavior... The Finer Points by Howard Tomb [3 pages]
2. I Can Sleep Through A Storm by Mitch Albom [2 pages]
3. Twelve Tips to Promote a Feedback Culture with a Growth Mindset: Swinging the Feedback Pendulum from Receipts to Relationships, by Subha Ramani [7 pages]
4. How to Give and Receive Feedback Effectively, in Breathe 2017; by Hardavella G, Aamli-Gagnat A, Saad N, et al., pp 327-333 [7 pages]
5. Intercultural development in study abroad: Influence of student and program characteristics. International Journal of Intercultural Relations 65 (2018), pp 86-95, by Eric R. Terzuolo [10 pages]
6. Cosmopolitanism and Global Citizenship, in Review of International Studies (2003), 29, pp 3-17, by Bhikhu Parekh [15 pages]
7. The Meaning of "Culture," by Joshua Rothman, published Dec 26, 2014 in The New Yorker [3 pages]
8. Culture: Definitions and Concepts, by Paul Cobley [7 pages]
9. Culture of Power, by Paul Kivel (2000) [7 pages]
10. Body Ritual among the Nacirema, Horace Miner [5 pages]
11. The Ethnosphere and the Academy, Dr. Wade Davis [17 pages]
12. The Spirit Catches You and You Fall Down, Anne Fadiman (Chapter 1) [7 pages]
13. The Shamanic View of Mental Illness, Stephanie Marohn with Malidoma Somé [7 pages]
14. The Value of Cultural Diversity: Rhetoric and Reality by Milton Bennett (2016) [12 pages]

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<sup>1</sup> *Copyright and Fair Use Statement:*

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15. Development Model for Intercultural Sensitivity by Milton Bennett (1993) [12 pages]
16. Perspective: The Rise of Scam Orphanages, by Elizabeth Becker, in: Learning Service: The Essential Guide to Volunteering Abroad, by Claire Bennett, Zahara Heckscher, Joseph Collins, Daniela Papi-Thornton, Wareham (2018), pp. 89-98 [2 pages]
17. To Hell with Good Intentions by Ivan Illich [5 pages]
18. The Fall, Albert Camus (1953) [99 pages]
19. The Illusion of Scarcity, Charles Eisenstein [18 pages]
20. To Have or To Be, Erich Fromm [4 pages]
21. The Gospel of Consumption by Jeffrey Kaplan [10 pages]
22. How Much Should A Person Consume? by Ramachandra Guha [20 pages]
23. We wish to inform you that tomorrow we will be killed with our families, by Philip Gourevitch, chapter 21. New York; Picador, 1998 [11 pages]
24. Small is Beautiful - Economics as if People Mattered (From Buddhist Economics) by E.F. Schumacher [17 pages]
25. Finding Enough - William Powers [7 pages]
26. Homelessness in the 'Global Village' by Vananda Shiva [6 pages]
27. Pedagogy of the Oppressed: 30th Anniversary Edition, by Paulo Freire, 2000, pp. 35-69 [35 pages]
28. Interculturalidad, or voices from the underside of the colonial difference. In: Decolonising Intercultural Education : Colonial Differences, the Geopolitics of Knowledge, and Inter-Epistemic Dialogue, by Robert Aman, pp 62-75 [14 pages]
29. Indigenous Knowledge Systems and Alaska Native Ways of Knowing, by Ray Barnhardt and Angayuqaq Oscar Kawagly [16 pages]
30. You Can't Criticize What You Don't Understand: Teachers as Social Change Agents in Neo-Liberal Times by Michael O'Sullivan [16 pages]
31. Radical American Environmentalism and Wilderness Preservation: A Third World Critique by Ramachandra Guha [7 pages]
32. An Anthropology of Structural Violence, Paul Farmer [22 pages]
33. Free Will by Sam Harris, Free Press (2012) [58 pages]
34. Yali's Question (From Jared Diamond's *Guns Germs and Steel*) [7 pages]
35. The Values Americans Live By, L. Robert Kohls, Meridian House International, Washington, D.C. 1984 [10 pages]
36. How Millennials Became The Burnout Generation by Anne Petersen <https://www.buzzfeednews.com/amhtml/annehelenpetersen/millennials-burnout-generation-debt-work> [12 pages]

### **Required Videos**

- The Danger of a Single Story Ted Talk by Chimamanda Adichie
- Service Learning | Antonia McGrath | TedXyouth@Zurich
- The Story of Stuff (Annie Leonard)
- The Story of Water (Bernard C. Young)

- Life is Easy. Why Do We Make It So Hard? | Jon Jandai | TEDxDoiSuthep
- Bending the Arc, documentary (2017)
- Poverty Inc., documentary (2014)
- (Optional) Hail Satan?, documentary by Penny Lane, madman films (2019)

## **Detailed Course Schedule**

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

### **Weeks 1-3**

Topic:

- Unit 1: Preparation and Skills Acquisition Phase
- Group Culture Building, Group Functioning and Organizing, and Leadership

#### **Readings**

- Expedition Behavior... The Finer Points by Howard Tomb (second week)
- I Can Sleep Through A Storm by Mitch Albom (second week)

#### **Activities**

- Life Maps (first week)
- Dragons Curriculum and Ethos Activities (first week)
- Glasser's Choice Theory & Basic Needs Activity (first week)
- Course Progression Activity (first week)
- Orientation Core Values and Group Decision Making, Norms & Culture Building Activities (first week)
- Visioning Activities (first week)
- Individual Leadership & Student Roles Introduction (first week)
- Expedition Behavior Activity (second week)

#### **Assignments and Due Dates**

- Create personal life map (first week)
  - Start individual sharing of life maps with the group (ongoing)
- Assignments (first week)
  - Experiential education introduction (model introduction)
  - Nine program components
  - GAL curriculum
  - Course progression
- Instructor map GAL preparation & skill acquisition journal prompts (first week)
- Scavenger hunt and debrief (second week)
- Working styles workshop (second week)
- Colors quiz workshop (second week)
- Expedition behavior response paper (2 pages) with individual list of expectations (second week)
- Student-planned expedition and debrief
- Program-Start individual feedback and check-in with advisor

### **Week 3**

Topic:

- Unit 1: Preparation and Skills Acquisition Phase
- Ethnorelativism, Cultural Relativity, Exchange, and Immersion

### Readings

- The Meaning of “Culture,” by Joshua Rothman, published Dec 26, 2014 in The New Yorker
- Culture: Definitions and Concepts, by Paul Cobley
- Culture of Power, by Paul Kivel (2000)
- Body Ritual among the Nacirema, Horace Miner
- The Ethnosphere and the Academy, Dr. Wade Davis
- Watch The Danger of a Single Story Ted Talk by Chimamanda Adichie
- The Spirit Catches You and You Fall Down, Anne Fadiman (Chapter 1)
- The Shamanic View of Mental Illness, Stephanie Marohn with Malidoma Somé
- The Value of Cultural Diversity: Rhetoric and Reality by Milton Bennett (2016)
- Development Model for Intercultural Sensitivity by Milton Bennett (1993)

### Activities

- Chispa Pandya ethnocentrism activity
- Community Mapping Activity (Dragons anti-oppression workshop)
- Web of Interconnectivity Exercise (Dragons anti-oppression workshop)
- Justice Fruit/Problem Tree (Dragons anti-oppression workshop)
- World working styles workshop
- 7/4/1 leadership activity
- Becoming a master workshop

### Assignments and Due Dates

- Homestay journaling prompts response paper (3 pages) date TBD
- Critical Reading and preparation of for/against debate on The Ethnosphere and the Academy reading (date TBD) (PEPY Development Reader)
- Response Paper #1 on The Spirit Catches You and You Fall Down and The Shamanic View of Mental Illness (3 pages) (date TBD)
- Creative/critical/reflection paper on initial Patan homestay experience (date TBD)
- Discussion of text from reading list, planned and led by individual students (TBD)

## Weeks 4-5

### Topic:

- Unit 1: Preparation and Skills Acquisition Phase
- What is development? Problematizing and contextualizing development
- How does development look different depending on culture, values, and context?
- The big picture: Economic strategies, development from above, and alternative approaches

### Readings

- Yali’s Question (From Jared Diamond’s Guns Germs and Steel)
- Perspective: The Rise of Scam Orphanages, by Elizabeth Becker, in: Learning Service: The Essential Guide to Volunteering Abroad, by Claire Bennett, Zahara Heckscher, Joseph Collins, Daniela Papi-Thornton, Wareham (2018), pp. 89-98
- Watch The Story of Stuff (Annie Leonard video)
- Watch The Story of Water (Bernard C. Young video)
- Watch Poverty, Inc., documentary by Michael Matheson Miller, 2014
- Watch Service Learning | Antonia McGrath | TedXyouth@Zurich
- To Hell with Good Intentions by Ivan Illich

- The Fall, Albert Camus (1953)
- The Illusion of Scarcity, Charles Eisenstein
- To Have or To Be, Erich Fromm
- The Gospel of Consumption by Jeffrey Kaplan
- How Much Should A Person Consume? by Ramachandra Guha
- We wish to inform you that tomorrow we will be killed with our families, by Philip Gourevitch, chapter 21. New York; Picador, 1998
- Small is Beautiful - Economics as if People Mattered (From Buddhist Economics) by E.F. Schumacher
- Finding Enough - William Powers
- Homelessness in the 'Global Village' by Vananda Shiva
- Radical American Environmentalism and Wilderness Preservation: A Third World Critique by Ramachandra Guha
- An Anthropology of Structural Violence, Paul Farmer
- Watch Life is Easy. Why Do We Make It So Hard? (video by Jon Jandai | TEDxDoiSuthep)

### Activities

- World trade game
- Unequal access activity
- Anonymous wealth equality activity and discussion
- The Why-Why-Why game (PEPY Development Reader)
- Drawing development activity
- Problem Tree, Solution Tree, Enquiry Tree (PEPY Development Reader)
- Service lesson based on the book Learning Service: The Essential Guide to Volunteering Abroad
- Lesson: introduction to economics

### Assignments and Due Dates

- Student planned expedition and debrief (date TBD)
- Student-led host country-specific development discussion (two groups lead this week - dates TBD)
  - Follow-up critical writing in pair or small group to provide analysis and feedback of how discussion went and how to improve
  - And individual brainstorm on potential final development presentation project topic
- Response Paper #2 on consumption topics (3 pages). What are the pros and cons of Western-style consumptive habits? Do you think that these habits are considered/unconsidered or conscious/unconscious? What alternative ways of living and interacting exist in the modern, global, capitalist world that we reside in? (date TBD).
- Discussion of text from reading list, planned and led by individual students (TBD)
- Response Paper #3 on readings (description and date TBD)

### Week 6

Topic:

- Midcourse Process, Re-evaluating Goals, Giving and Receiving Feedback, Revisiting Group Culture and Functioning

### Readings

- Twelve Tips to Promote a Feedback Culture with a Growth Mindset: Swinging the Feedback Pendulum from Receipts to Relationships, by Subha Ramani
- Hardavella G, Aamli-Gagnat A, Saad N, et al. How to give and receive feedback effectively. *Breathe* 2017; 13: 327–333
- Intercultural development in study abroad: Influence of student and program characteristics. *International Journal of Intercultural Relations* 65 (2018), pp 86-95, by Eric R. Terzuolo
- Cosmopolitanism and Global Citizenship. *Review of International Studies* (2003), 29, pp 3-17, by Bhikhu Parekh

#### **Activities**

- Feedback workshop
- Value-Musical-Chairs
- Leadership styles quadrant
- At least one critical reading and responses
- Scenarios
- Change Ratings (PEPY Development Reader)

#### **Assignments and Due Dates**

- Student planned expedition and debrief (date TBD)
- Individual Response Paper #4 (3 pages) (date TBD)

### **Week 7**

Topic:

- Development and Education
- Feedback and Expedition

#### **Readings**

- Pedagogy of the Oppressed: 30th Anniversary Edition, by Paulo Freire, 2000, pp. 35-69
- Indigenous Knowledge Systems and Alaska Native Ways of Knowing, by Ray Barnhardt and Angayuqaq Oscar Kawagly
- You Can't Criticize What You Don't Understand: Teachers as Social Change Agents in Neo-Liberal Times by Michael O'Sullivan
- Interculturalidad, or voices from the underside of the colonial difference. In: *Decolonising Intercultural Education: Colonial Differences, the Geopolitics of Knowledge, and Inter-Epistemic Dialogue*, by Robert Aman, pp 62-75

#### **Activities**

- Discussion of text from reading list, planned and led by individual students (TBD)

#### **Assignments and Due Dates**

- Student planned expedition and debrief (date TBD)
- Response Paper #5 (4 pages) (details and due date TBD)
- Written individual submission evaluating individual and group performance, functioning, feedback, and take-aways (4 pages) (date TBD)
- Individual and group feedback and evaluations (date TBD)
- Instructor Map GAL Experiencing & Practicing Journal Prompts (date TBD)
- Upcoming Final Project: Completion of requisite research and presentation on a host country-specific development topic of your choice (date TBD)

### **Week 15**

Topic:

- Unit 3: Expedition and Transference Phase

## Readings

- To be determined

## Activities

- Islands and Crocodiles (PEPY Development Reader)
- Change Ratings (PEPY Development Reader)
- What Have We Learned and Connecting the Dots Back Home (final week)
- Culture shock, coping tools, and traveler's eyes (final week)
- Final Program Evaluations (final week)
- Sharing your story and experiences and re-integration plans (final week)
- Appreciation and gratitude activities (final week)

## Assignments and Due Dates

- GAL Program-End Expedition & Transference Journal Prompts (date TBD)
- Written individual submission evaluating individual and group performance, functioning, feedback, and take-aways (4 pages) (date TBD)
- End-Program individual and group feedback and evaluations (date TBD)
- End-Program individual feedback and check-in with faculty
- Final Project: Students will organize and facilitate **both** a relevant activity or discussion and a final ritual or ceremony during the transference portion of the program (date TBD)

## Grading & Attendance

### Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### Grading Scale

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

## **Attendance and Participation Policy**

The participant is expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. The participant is further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow participants.

For each course, participants are permitted a maximum of 4 hours of unexcused absence from class. If a participant has more than the permitted hours of unexcused absences his/her grade for the course will be lowered by one "mark" for each additional 2 hours of unexcused absence.

In other words, after 6 hours of unexcused absence an A becomes an A-; after 8 hours of absence an A becomes a B+; after 10 hours of absence an A becomes a B, etc. Missing more than 20% of class hours (excused or unexcused absences) may result in an automatic "F".

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The participant may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The participant may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

For any missed classes, participants are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).

## **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [studyabroad@wheretherebedragons.com](mailto:studyabroad@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

## **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

## **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



## Course Syllabus

# COMM 301: INTERCULTURAL COMMUNICATION

### (Communications 301)

#### Course Information

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Varies

**Faculty of Record:** TBD

**Email:** TBD

#### Course Description

This course is designed to provide study abroad students with an in-depth understanding of essential intercultural communication theories as well as the key skills needed to apply theories in interactions with host country nationals. Throughout the course, students learn relevant concepts and terminology in order to develop skills to interpret and analyze their intercultural interactions. The first half of the course focuses on positivistic and interpretive frameworks of intercultural communication as well as self-reflexivity. The second half of the course focuses on critical intercultural communication scholarship and applications, challenging the student to question default thinking patterns and recognize nuances of human interaction. Course assignments, reflection, structured activities, and direct experience emphasize the development of further intercultural competence among students. Foundational courses in communication theory are recommended, but not required.

#### Course Materials

- **Reader:** Dragons Intercultural Communication Reader (includes all articles listed in the Required Reading section of the syllabus)
- **Textbook:** Martin, J. & Nakayama, T. (2012 [2017]), Intercultural communication in contexts, 7th Edition, McGraw Hill, New York, NY. ISBN-10: 0073523933 or ISBN-13: 978-007352334
- **Inventory:** Intercultural Conflict Styles Inventory ©  
Students will take the ICS Inventory online and receive a personal Profile Report (Interpretive Guide). Instructions will be provided to

students on how to take the Inventory and the cost is covered by Dragons.

### **Method of Instruction**

This course is delivered through a series of lectures, readings, class discussions, reflections, presentations, research and non-classroom structured activities. These methods of instruction aim to deepen a student's understanding and application of intercultural communication theories.

### **Outcomes**

#### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Evaluate their cultural assumptions and articulate how their assumptions influence interpersonal/intercultural interactions
- Analyze intercultural communication using the frame of power and privilege
- Describe the brain instinct that drives people to avoid uncertainty and difference
- Explain their own cultural background and key components of their cultural identity
- Demonstrate improved intercultural communication skills through successful interactions and observations of the host community

#### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- Their own cultural background/identity, group awareness, social awareness, encounters, and present view
- Nuances in the relationship between culture and communication
- The host country's culture and communication style
- A sense of their own intercultural conflict style, as well as how to best work with those with differing styles

#### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Ability to describe and analyze intercultural interactions and identify patterns of cultural assumptions using Hofstede's Dimensions of Culture
- Strong communication skills and depth of knowledge, which result in an aptitude to apply intercultural communication terminology and concepts to current events
- Research abilities which are culturally appropriate and sensitive
- Ability to write academic papers that appropriately balance subjective and critical perspectives

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities.	15%	Continuous
2a	"Who Am I?" Paper	10%	Sunday of week 3
2b	"Who Am I?" Discussion	5%	Class hours in week 3
3	"Participant Observation" Paper	15%	Sunday of week 4
4	"Interaction Analysis" Paper	20%	Sunday of week 5
5	"Cultural Identity Visual" Presentation	10%	Class hours in week 6
6	"Cultural Phenomenon" Final Paper	25%	Sunday of week 7

### Description of Evaluation Areas

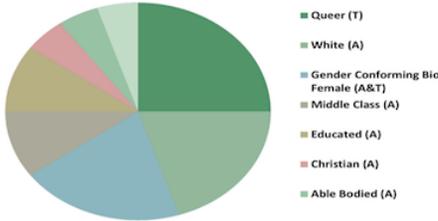
A total of 20-24 pages of written work are required for this class through a series of written assignments. Note that all work should be presented in APA style, Times New Roman font, 12pt size, and double-spaced. In addition, there are approximately 430 pages of assigned reading for this course, which students are expected to read prior to each class meeting and be prepared to discuss.

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate the concepts presented in the assigned reading. Students should be on time for all classes.
2 (a & b)	"Who am I?" Paper & Discussion	<p>Use the series of questions<sup>1</sup> listed below to craft a 3-5-page essay on "Who am I?" The questions relate to your personal background, group awareness, social awareness, encounters, and present view. You do not need to explicitly answer every prompt, but rather, allow reflections on the answers to inform your essay. It is suggested to answer all the questions before you begin to write your paper. You should also prepare for a group discussion on this assignment by finding an image or object that essentializes what you have learned about yourself through the process of writing this assignment.</p> <p><u>Questions to reflect upon:</u></p> <p><b>I. Background</b>  <i>Describe yourself in terms of basic demographics (e.g., age, gender, race, ethnicity, birth order, etc.). Consider:</i></p> <ul style="list-style-type: none"> <li>● Where were you born?</li> <li>● How many people are in your family?</li> <li>● What generation do you represent?</li> <li>● Are you and your siblings the first of your family to be born in your home country?</li> <li>● Were you foreign born (not born in the country you are currently a resident of – e.g. the U.S.)?</li> </ul>

<sup>1</sup> Questions based on "Cultural Being" developed by <http://www.genesislight.com/>.

		<ul style="list-style-type: none"> <li>● Where did your ancestors migrate? Within the United States? From outside the United States? From another country to the one you reside in (non-US students)? Why?</li> <li>● What is/was the occupation of your mother when you were a child? Your father's occupation?</li> <li>● How would you describe your family's social class?</li> <li>● Where do you go to school? What do you like best about your school? Like least?</li> <li>● Does your immediate or extended family practice ethnic or cultural customs that you or they value or with which they identify (e.g., foods, celebrations, traditions, social behaviors, manners, beliefs)?</li> <li>● What customs do you prize most?</li> <li>● Do your relatives speak your ethnic group language?</li> </ul> <p><b>II. Group Awareness</b>  <i>Describe your earliest recollection of learning your gender and race or ethnicity. Consider:</i></p> <ul style="list-style-type: none"> <li>● When do you recall learning your gender? How did you learn this?</li> <li>● When do you remember learning what your sexual orientation is and how did you learn this?</li> <li>● When did you find out what religion your family practiced? How did your family feel about people who had a different religion? Did you have similar feelings?</li> <li>● How often did your family talk about your ethnic heritage and in what context?</li> </ul> <p><b>III. Social Awareness</b>  <i>Describe your earliest recollections of learning that people were "different." Consider:</i></p> <ul style="list-style-type: none"> <li>● When do you first remember hearing about or learning about prejudice? How do you recall feeling at that time?</li> <li>● When was the first time you remember learning about racism? How did you first come to understand that racism existed? What did you learn from this experience?</li> <li>● When did you first know people who said things that you thought were prejudiced or bigoted?</li> <li>● When was the first time you recall seeing someone act in a way you thought was prejudiced or racist? Describe your feelings about that situation.</li> </ul> <p><b>IV. Encounters</b>  <i>Describe your early intercultural encounters. Consider:</i></p> <ul style="list-style-type: none"> <li>● How much racial and/or ethnic diversity did you have in your hometown?</li> <li>● What is the general perception of immigrants or people of different ethnic backgrounds in your hometown? Did your immediate family share these views?</li> <li>● How are gay, lesbian, transgendered, or bisexual persons perceived? When (if this is applicable) did your perceptions of any of these groups change?</li> <li>● What is/was your parents' main advice to you about people from other ethnic and/or cultural groups?</li> <li>● How would your parents respond if, while in college, you invited a member of a different ethnic group, religion, sexual orientation, or a person with a disability home for a holiday?</li> <li>● How would your parents respond, if you announced plans to marry a member of a different ethnic group, religion, sexual orientation, or disability?</li> </ul> <p><b>V. Present Views</b>  <i>Describe any significant relationship that you have with an individual outside of your own race or ethnicity. Consider:</i></p> <ul style="list-style-type: none"> <li>● What types of relationships have you had with individuals from different racial and/or ethnic groups? What has been most rewarding about these relationships? Least rewarding?</li> <li>● What has been the major source of information that has shaped your perceptions of ethnic minority group members?</li> <li>● Which ethnic minority group do you know least about?</li> </ul> <p><b>Finally, what can you learn about yourself through this self-reflection essay?</b></p>
3	Participant Observation Paper	This assignment requires that you use participant observation and the Describe/Interpret/Evaluate (D/I/E) approach while witnessing a routine event in your homestay that is puzzling to you. Your assignment is to submit a journal summary of this experience. This assignment asks that you both observe an interaction and track your internal experience. This assignment expects that you will further develop self-reflexivity (that is, to have

		<p>an ongoing conversation with your whole self about what you are experiencing as you are experiencing it). Self-reflexivity is a crucial skill to understand other cultures of varying nationalities. The assignment will help you slow down and think about your environment in a different way.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>● Observe a habit, routine or practice that is puzzling to you in your homestay.</li> <li>● As you do your participant observation, you will need to use the D/I/E method and the SPEAKING method.</li> <li>● Before writing your journal, make sure you give yourself some time to reflect on your experience. Use the following questions to reflect on your experience before you write your full 3-page (minimum) journal piece. Be sure to include reflection on the D/I/E method and SPEAKING model. <ul style="list-style-type: none"> <li>● What did you observe?</li> <li>● How is this environment different from which you are familiar?</li> <li>● What symbols, if any, could you find in your field study that represents your culture?</li> <li>● What surprised you?</li> <li>● What was unexpected?</li> <li>● What did you learn about this culture? About yourself?</li> <li>● Was the D/I/E method helpful? Why or why not?</li> <li>● Was the SPEAKING model helpful? Why or why not?</li> </ul> </li> </ul>
4	Interaction Analysis	<p><i>What assumptions do we bring to interpersonal interactions? What expectations do we have of other people? How do we need to adapt to become more effective communicators?</i> This assignment helps you begin to reflect on recent intercultural interactions so that you can start to learn from the past to be more self-reflexive in the future.</p> <p>Describe and reflect upon an intercultural interaction you have had in the last few weeks with someone from your host culture where communication was challenging. In a 4-6 page essay, explore how communication was effected by differing values, assumptions, and priorities. Explore the emotions that came up for you (frustrated, confused, excited, etc.) and how you responded/reacted to these emotions. Check your analysis of the interaction with a local cultural liaison through an interview. Demonstrate self-reflection in your essay. In your paper, use terms and concepts presented in the course.</p> <p><b>More on the Analysis Component</b>  Were there any dimensions of culture at play? If you compared your national culture to different national culture, try to use Hofstede's website (<a href="https://geert-hofstede.com/countries.html">https://geert-hofstede.com/countries.html</a>) where you can select two countries and read about how the dimension ratings compare. If you cannot isolate cultural dimensions in the interaction, use Wallen's Interpersonal Gap framework to evolve your analysis.</p> <p><b>More on the Interview Component</b>  After you make an initial hypothesis about the interaction, interview someone from the host culture to check or challenge your understanding of what happened. Here are a few pointers for the interview:</p> <ul style="list-style-type: none"> <li>● Explain the purpose of your interview to the person you will be interviewing.</li> <li>● Properly plan and prepare for your interview. Review what we have already learned in this class and what you have read in your text. This will help you create your questions.</li> <li>● Use general, open-ended questions that do not suggest a particular answer. An example would be, "Could you tell me a little about how conflict is usually resolved between households?"</li> <li>● Ask questions to clarify areas you want to know more about. An example would be, "Could you tell me more about...", or "What happened then?", "Can you elaborate on that, please?"</li> <li>● Now, you may find your interview goes off track. If you feel comfortable with its direction then allow it to do so. Keep your goal in mind and redirect the interview if necessary.</li> </ul>

		<p>Make sure to include the following 3 components in your essay:</p> <ol style="list-style-type: none"> <li>1. Attempt to analyze what happened during the course of the interaction. <ul style="list-style-type: none"> <li>• What helped you understand what was happening?</li> <li>• What got in the way of understanding?</li> <li>• What impact did your understanding or lack of understand have on the experience?</li> </ul> </li> <li>2. Consult a cultural liaison. <ul style="list-style-type: none"> <li>• What insights or new information did you gain from this interview?</li> </ul> </li> <li>3. Reflect upon what you learned about yourself in this situation. <ul style="list-style-type: none"> <li>• Did you feel you reacted appropriately?</li> <li>• Would have done something differently if you had the chance?</li> </ul> </li> </ol>
5	<p>“Cultural Identity Visual” Presentation</p>	<p>Prepare a visual to describe what creates your many identities and to what degree (what percentage). For example, it could be a pie chart like this:</p>  <p>You will be asked to present your visual to the group. Please describe any values associated with the different components of your identities. At the end of your presentation, explore the following four questions:</p> <ol style="list-style-type: none"> <li>1. How do you present or preform your identity in daily life? (Think about social media, email, texting, how you dress, how you keep your home or your car, where you spend free time.)</li> <li>2. How do you emphasize or downplay parts of your identity in different contexts?</li> <li>3. Do you “have” an identity?</li> <li>4. What role do other people play in the way you have defined yourself?</li> </ol> <p>Listening deeply to your peers is part of your grade for this discussion. Help them do deeper by asking critical questions like:</p> <ul style="list-style-type: none"> <li>• How...</li> <li>• I wonder...</li> <li>• Have you ever examined the intersection of...</li> </ul> <p>You do not need to follow these prompts word-for-word, but you are encouraged to think critically and help each other look more deeply at identity.</p>
6	<p>Cultural Phenomenon Final Paper</p>	<p>Identify a cultural phenomenon in the host country that has made you uncomfortable or challenged you. Your assignment is to understand this phenomenon through the eyes of the host culture, understand what informed/s your perception of it and reflect on what you can learn from the intersection of your worldview and the worldview of the host country. The guiding question for this assignment is <i>What can you learn about the host culture and yourself by seeking to understand this phenomenon through the lenses of communication, identity, anthropology, cultural competence, power and privilege?</i> Example cultural phenomena include: gender roles, a religious practice, media, a local approach to medicine, a communication style, proxemics, use of time, etc. The methods for gathering information should include research, participant observation, formal/informal interviews and self-reflection. Using the guidelines below, write a 10-page paper, not including Title and Reference page. Include the following components in your paper:</p> <p><b>Background (1 page)</b></p> <ul style="list-style-type: none"> <li>• An introduction of the host community where the cultural phenomenon exists. Sources must be referenced.</li> </ul>

		<ul style="list-style-type: none"> <li>● Short description of the cultural phenomenon you are exploring including any symbols associated with it and/or language used to describe it.</li> <li>● Why did you choose this phenomenon? Include relevant emotional information.</li> <li>● Relevant historical perspective</li> </ul> <p><b>Theoretical Perspective (1 page)</b></p> <ul style="list-style-type: none"> <li>● Outline the theoretical approach you are using to understand this phenomenon. Potential lenses include: Sapir-Whorf Hypothesis, positivism, critical intercultural communication theories, Expectation Violation Theory, etc. Use the terms from the course in your paper. Support this information with the articles.</li> <li>● Highlight limitations, if any, of the approach</li> </ul> <p><b>Methods (1 page)</b></p> <ul style="list-style-type: none"> <li>● Describe your interview process. Who did you interview to deepen your understanding of this phenomenon? How was the interview conducted?</li> <li>● Describe the process of conducting your participant observation(s).</li> <li>● Highlight limitations, if any, of your methods.</li> </ul> <p><b>Research Findings (3 pages)</b></p> <ul style="list-style-type: none"> <li>● Detailed exploration of the cultural phenomenon, including any symbols associated with it and/or language used to describe it. Reference academic sources, interview insights, and information gathered from observations.</li> <li>● Relevant historical perspective. Sources must be referenced.</li> </ul> <p><b>Personal Reflection of Complete Process (3 pages)</b></p> <p>Provide a clear understanding of what you learned about yourself through this assignment and how this relates to the theme "Who am I?" woven throughout the course. Continue to apply course concepts and an academic tone in the Personal Reflection section. This should include the following:</p> <ul style="list-style-type: none"> <li>● How has your research this challenged the way you think about this phenomenon?</li> <li>● Why did you think about this phenomenon the way you did at the start of the assignment? How are/were you interpreting this through the lens of your multiple identities?</li> <li>● Reflect on what you learned about yourself and your host culture during this process. Many times, the process is as important as the fact finding. Utilize Milton Bennett's <i>Developmental Model of Intercultural Sensitivity</i>. Note where you are now in his six-stage model versus where you were at the beginning of the course.</li> <li>● Also, try to provide more self-reflection about your experience of this assignment. What moved you the most during your experience? What would you have liked to do differently?</li> <li>● How can apply the experiences you have had and knowledge you have gained during this course? For the rest of the program? And at home?</li> </ul>
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## Required Readings<sup>2</sup>

### **Textbook:**

Martin, J. & Nakayama, T. (2012 [2017]), *Intercultural communication in contexts*, 7th Edition, McGraw Hill, New York, NY. ISBN-10: 0073523933 or ISBN-13: 978-007352334

### **Articles:**

- Bennett, M. J. (2016). The value of cultural diversity: Rhetoric and reality *Intercultural Development Research*. Retrieved from: [http://www.idrinstitute.org/allegati/IDRI\\_t\\_Pubblicazioni/90/FILE\\_Documento\\_Value\\_of\\_Diversity\\_rev.pdf](http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/90/FILE_Documento_Value_of_Diversity_rev.pdf) [14 pages]
- Bennett, M (1993). Towards ethnorelativism: Development model for intercultural sensitivity. In M. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth: Intercultural Press. (pp. 21-29).
- Bennett, M. (1993). Development Model for Intercultural Sensitivity [14 pages]
- Chen, G. (2009). On identity: An alternative view on identity. *China Media Research*, 5(4), 109-118
- Dass, K. & McBride, M. (2014) Participant observation: Teaching students the benefits of using a framework. *Communication Teacher*. 28(1), 14-19
- Fretheim, K. (2016). Listening to the Other. *Journal of Intercultural Communication*, (42), 1-11.
- Hall, E. (1983). *The dance of life: The other dimension of time*. Random House: New York. pp. 42-54.
- Hammer, M. R. (2008). Solving Problems and Resolving Conflict Using the Intercultural Conflict Style Model and Inventory. In M. A. Moodian (Ed.), *Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics Within Organizations* Thousand Oaks, CA: Sage Publications, Inc. [21 pages]
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*. 2(1), 3-23
- Johnson, J. R., Rich, M., & Cargile, A. C. (2008). "What are you shoving this stuff down our throats?" Preparing intercultural educators to challenge performances of White Racism. *Journal of International and Intercultural Communication*, 1(2), 113-135.

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Copyright laws and fair use policies protect the rights of authors. Materials used on Dragons courses such as articles, music, etc. may at times be copyrighted. It is important to note that these materials are provided for private study, scholarship, or research. Materials are sometimes provided in a printed format (one copy per participant) and sometimes electronically. If materials are provided electronically, participants may download one copy of the materials on any single electronic device for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond these uses, no materials provided may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Where There Be Dragons and employees of Dragons do not assume any responsibility for individuals who improperly use copyrighted material.

- Ling, C. (2016) Learning the culture of a people: Chinese communication as an example. *Intercultural Communication Studies*. 25(1), 53-65.
- McIntosh, Peggy. (1998). White Privilege: Unpacking the Invisible Knapsack. *Wellesley College Center for Research on Women*. [4 pages]
- Nam, K. & Condon J. (2010) The DIE is cast: The continuing evolution of intercultural communication's favorite classroom. *International Journal of International Relations*. 34, 81-87.
- powell, j. & Menendi, S. (2016). *The Problem of othering: Towards inclusiveness and belonging: Issue 1*. Berkley: Hass Institute for Fair and Inclusive Society. Retrieved from <http://www.otheringandbelonging.org/the-problem-of-othering/> [12 pages]
- The Other and Othering: <https://newnarratives.wordpress.com/issue-2-the-other/other-and-othering-2/> [2 pages]

## Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program. There is some required reading which you will complete before the main portion of the course begins (weeks 1-2 or prior to the program start).

Week of Program	Topic	Readings	Activities	Assignments & Due Dates
<i>Pre-Program</i>		Textbook- Ch 1, 2 & 3		
1				
2				
3	Roots of Intercultural Communication <ul style="list-style-type: none"> <li>● Cultural and linguistic relativity</li> <li>● Bennett’s Development Model of Intercultural Sensitivity</li> <li>● Self-reflexivity</li> <li>● Iceberg Model of Culture</li> <li>● Ethnocentrism</li> <li>● Approaches to Cultural Competence</li> </ul>	Textbook- Ch 5 Bennett (2016); Bennett (1993);		“Who Am I?” Paper
4	Interaction Analysis <ul style="list-style-type: none"> <li>● Expectation Violation Theory</li> <li>● Culture Shock</li> <li>● D/I/E Model</li> <li>● SPEAKING Model of Participant Observation</li> <li>● Hofstede’s Dimensions of Culture</li> <li>● Interaction Analysis</li> </ul>	Textbook- Review Ch 2 again & read Ch 4 Hall (1998); Hofstede (2011); Ling (2016);		“Participant Observation” Paper
5	Intercultural Conflict <ul style="list-style-type: none"> <li>● Hammer’s Intercultural Conflict Styles</li> <li>● “Something’s Up Moment” &amp; Personal Leadership</li> <li>● Third Cultures</li> <li>● Neuroscience of conflict</li> </ul>	Textbook- Ch 8 Hammer (2008); Nam & Condon (2010)	Complete Intercultural Conflict Styles Inventory ©	“Interaction Analysis” Paper
6	Identity & The Other <ul style="list-style-type: none"> <li>● Power and Privilege</li> <li>● Dialectic Approach to Culture</li> <li>● Avowel &amp; Ascription</li> <li>● Social Identity Theory</li> </ul>	Textbook- Ch 4 & 6 Chen (2009)		“Cultural Identity Visual” Presentation
7	Black & White Thinking <ul style="list-style-type: none"> <li>● Whiteness</li> <li>● Othering</li> <li>● Media and Culture</li> <li>● Mindfulness</li> </ul>	Textbook- Ch 7 McIntosh (1998); Johnson, Rich & Cargile (2008); The Other & Othering; Frethiem (2016); powell, j. & Menendi, S (2016)		“Cultural Phenomenon” Final Paper
8				

9				
10				
11				
12				
13				
14				
15	N/A Transference Period			

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation Policy**

The participant is expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. The participant is further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow participants.

For each course, participants are permitted a maximum of 4 hours of unexcused absence from class. If a participant has more than the permitted hours of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional 2 hours of unexcused absence.

In other words, after 6 hours of unexcused absence an A becomes an A-; after 8 hours of absence an A becomes a B+; after 10 hours of absence an A becomes a B, etc. Missing more than 20% of class hours (excused or unexcused absences) may result in an automatic "F".

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The participant may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The participant may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

For any missed classes, participants are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [studyabroad@wheretherebedragons.com](mailto:studyabroad@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



## Course Syllabus **NPL 150: Nepali I** (Nepali Language 150)

### **Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Nepal

**Faculty of Record:** TBD

**Email:** TBD

### **Course Description**

This course introduces students to the Nepali language and is designed for students with no or minimal previous background in spoken or written Nepali. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Nepali on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Nepali script (Devanagari script), and examine how culture and language interact in Nepal. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

## **Course Materials**

- Basic Course in Spoken Nepal (Karki and Shrestha) ([2007 Version](#))
- Nepali: A Beginner's Primer - Conversation and Grammar (Oja and Oja) ([Online Version](#))
- Nepali in Context: A topical approach to learning Nepali (Daniel and Narendra) ([2006 Version](#))
- An Introduction to Basic Nepali Language (Sishila and Shrestha) ([2013 Version](#))
- Supplementary vocabulary & cultural materials

## **Recommended Reference Works**

- Nepali-English & English-Nepali Glossary (Oja, Oja, Turin, and Uphoff) ([Online Version](#))
- Ratna English - Nepali Pocket Dictionary (Shyam) ([2015 Version](#))

## **Method of Instruction**

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

## **Outcomes**

### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Converse effectively in rudimentary/beginning Nepali, showing a sound understanding of the grammatical structure of the language as well as a good working vocabulary.
- Demonstrate listening comprehension in a number of simple circumstances.
- Use the Nepali language to confidently communicate on a range of topics related to everyday situations (e.g. to 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).
- Read and write simple sentences using the Devanagari script.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Nepali language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Nepali and the student's native language.

## Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Basic communication skills in the Nepali language.
- Ability to read and write using the Devanagari script.
- Confidence to initiate simple conversations with people in the host country.

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

## Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 5-10 minutes in length.

## Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

Week(s) of Program	Topic	Activities	Assignments & Due Dates
Week 1	Introduction to the Nepali Language	<ul style="list-style-type: none"> <li>• Basic Nepali phrase sheets</li> <li>• Scavenger hunt</li> </ul>	Covering basic Nepali worksheets
Week 2	Practical Nepali	<ul style="list-style-type: none"> <li>• Ordering food</li> <li>• Asking for directions</li> <li>• Introducing oneself: education, family, marital status etc.</li> </ul>	Weekly quiz (date TBD)
Week 3	Language and Social Etiquette	<ul style="list-style-type: none"> <li>• Communicating feelings (mental, physical, emotional)</li> <li>• Communicating likes &amp; dislikes</li> <li>• Shopping (buying &amp; appropriate bargaining): students will be responsible for buying breakfast groceries, communicating in Nepali, and working with kitchen staff to make breakfast for the group.</li> <li>• Learning numerals in Nepali</li> </ul>	Homestay related homework/tasks - more details after meeting language teacher (Pravaji) (date TBD)
Week 4	Nepali Grammar	<ul style="list-style-type: none"> <li>• Common verbs</li> <li>• Prepositions &amp; postposition</li> <li>• Sentence structure</li> <li>• Students will be tasked with handling most of the excursion logistics like transport and food speaking mostly in the Nepali language.</li> </ul>	Weekly quiz (date TBD) Midterm Exam (date TBD)
Week 5 & 6	Introduction to Devnagari Script	<ul style="list-style-type: none"> <li>• Consonants &amp; vowels</li> <li>• Basic script (beginners level skill of reading and writing)</li> </ul>	Worksheets & language homework/tasks - more details after meeting language teacher (Pravaji) (date TBD)
Week 7	Wrapping up the course	<ul style="list-style-type: none"> <li>• Students prepare speeches for homestay families during final farewell party with instructor support.</li> <li>• Cultural Nepali dance &amp; music for the farewell program.</li> </ul>	Final Exam & Oral Presentation (date TBD)

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalents
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation Policy**

The participant is expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. The participant is further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow participants.

For each course, participants are permitted a maximum of 4 hours of unexcused absence from class. If a participant has more than the permitted hours of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional 2 hours of unexcused absence.

In other words, after 6 hours of unexcused absence an A becomes an A-; after 8 hours of absence an A becomes a B+; after 10 hours of absence an A becomes a B, etc. Missing more than 20% of class hours (excused or unexcused absences) may result in an automatic “F”.

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make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The participant may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

For any missed classes, participants are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [studyabroad@wheretherebedragons.com](mailto:studyabroad@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

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### **Other Academic Policies**

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## Course Syllabus **NPL 250: Nepali II** (Nepali Language 250)

### **Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Nepal

**Faculty of Record:** TBD

**Email:** TBD

### **Course Description**

This course introduces students to more challenging linguistic Nepali language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, focusing on listening comprehension, and building on previously studied Nepali script (Devanagari script). This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of Nepali culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

### **Course Materials**

- Basic Course in Spoken Nepal (Karki and Shrestha) ([2007 Version](#))
- Nepali: A Beginner's Primer - Conversation and Grammar (Oja and Oja) ([Online Version](#))
- Nepali in Context: A topical approach to learning Nepali (Daniel and Narendra) ([2006 Version](#))
- An Introduction to Basic Nepali Language (Sishila and Shrestha) ([2013 Version](#))
- Supplementary vocabulary & cultural materials

### **Recommended Reference Works**

- Nepali-English & English-Nepali Glossary (Oja, Oja, Turin, and Uphoff) ([Online Version](#))
- Ratna English - Nepali Pocket Dictionary (Shyam) ([2015 Version](#))

### **Method of Instruction**

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

### **Outcomes**

By the completion of this course, students will be able to:

- Discuss issues related to daily life and present well-organized information about themselves, friends, study, travel, and some aspects of Nepali culture at an intermediate level.
- Understand information conveyed in sentence-length speech on familiar topics.
- Combine and recombine learned materials in personal communication.
- Continue to master the sound system and acquire correct pronunciation skills.
- Write in the Devanagari script at an intermediate level.
- Write essays in Nepali related to topics related to the content of class lessons.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Nepali language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Nepali and the student's native language.

## Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in general conversations on a range of topics in Nepali.
- Ability to use more complex grammatical constructions.
- Ability to read newspapers and other short texts with general understanding.

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

## Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 10-15 minutes in length.

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalents
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation Policy**

The participant is expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. The participant is further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow participants.

For each course, participants are permitted a maximum of 4 hours of unexcused absence from class. If a participant has more than the permitted hours of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional 2 hours of unexcused absence.

In other words, after 6 hours of unexcused absence an A becomes an A-; after 8 hours of absence an A becomes a B+; after 10 hours of absence an A becomes a B, etc. Missing more than 20% of class hours (excused or unexcused absences) may result in an automatic “F”.

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in other assignments, at a time or on a date other than the regularly-scheduled time and date.

For any missed classes, participants are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [studyabroad@wheretherebedragons.com](mailto:studyabroad@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

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## Course Syllabus **NPL 350: Nepali III** (Nepali Language 350)

### **Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Nepal

**Faculty of Record:** TBD

**Email:** TBD

### **Course Description**

This course is designed to develop advanced skills in the Nepali language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Nepali in a wide-variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Nepali language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

### **Course Materials**

- Authentic materials collected and supplied by local teachers.

## **Recommended Reference Works**

- Nepali-English & English-Nepali Glossary (Oja, Oja, Turin, and Uphoff) ([Online Version](#))
- Ratna English - Nepali Pocket Dictionary (Shyam) ([2015 Version](#))

## **Method of Instruction**

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

## **Outcomes**

### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Communicate with accuracy in both formal and informal settings and discuss special fields of competence at an advanced level.
- Understand the concepts and main ideas when listening to a native speaker.
- Read and understand authentic materials such as newspapers and magazines on a variety of subjects, both familiar and unfamiliar.
- Write at an advanced level using the Devanagari script.
- Write lengthy essays using advanced-level vocabulary and sentence structure on both concrete and abstract topics.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Nepali language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Nepali and the student's native language.

### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in most conversations on a wide variety of topics.
- Control of a full range of grammatical structures, particularly those which are most challenging to non-native speakers, and significant vocabulary.
- Accurate and clear pronunciation.

## Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

## Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 15-20 minutes in length.

## **Grading & Attendance**

### **Late Work Policy**

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### **Grading Scale**

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