



Course Syllabus

LAS 340 / GLOS 340: Regional Seminar – Tradition, Change & Cultural Resilience

(Latin American Studies 340 / Global Studies 330)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: South America (Bolivia/Peru)

Faculty of Record: TBD

Email: TBD

Course Description

This course is designed to facilitate the development of an in-depth understanding of the cultures of the Andes and Amazon and their relationship to the land. Students begin their study in this course through an overview of the country's historical, cultural, social, and political background, including South America's colonial history and the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. This course surveys social issues and vulnerable populations in Bolivia and Peru such as sustainable development, human rights, globalization, and the impact of colonialism on indigenous cultures. This course also examines political, racial, and social conflicts that Bolivia and Peru have experienced. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in South America take students to communities that are engaged in addressing these issues, providing experiential opportunities for learning and growth.

Course Materials

- **Reader:** Dragons Course Reader (includes all articles listed in the Required Reading section of the syllabus)
- Additional readings assigned by faculty over the course of the program
- A journal that can be handed in periodically. This should be something easy to carry around and use in public spaces, however, you choose to interpret that. I prefer a smaller 6x8 journaling notebook for myself, but it's really up to you.

Method of Instruction

This course is delivered through a series of lectures, readings, class discussions, team-based exercises, peer-based learning, written reflections, oral presentations, research, 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 that directly impact vulnerable populations in the host country.

Knowledge Outcomes

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

- Historical and contemporary relationship to land and environment in Peru and Bolivia.
- Dynamic and complex social issues in Bolivia and Peru such as sustainable development, globalization, and the continuing impact of colonialism on indigenous cultures.
- Historical and contemporary status of race, gender, and class in Peruvian and Bolivian life.

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.
- Ability to read, synthesize and critique scholarly writing.
- Written and oral presentation skills.

Evaluation Matrix

Number	Evaluation Area	Weight	Due Date
1	Active participation in all lectures, field studies, reading assignments, discussions, and other course activities	15%	Continuous
2	Peer-sharing activities	15%	Continuous
3	Group Projects	15%	6 x over course
4	Journals	20%	Continuous
5	Midterm Reflection	5%	Sept. 28

6	Final Project Proposal	5%	Sept. 25 (tentative)
7	Final Project	20%	October 16
8	Final Project Presentation	5%	October 16

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 the assigned reading. Students should be on time for all classes.
2	Peer Sharing Activities	Students will be responsible for reading, learning, and sharing on topics throughout the course, individually or with a partner, TBD in class. This allows for students to engage with the material of particular interest to them, and for the course to cover additional topics as thematically appropriate.
3	Group Projects	Six (6) in-class group activities will explore themes of resource use, development, and social conflict. Topics will relate to class discussions and reading.
4	Journaling	Students are required to write in a course journal 4 times per week throughout the course. Journal entries will be based upon a combination of student-directed observations and instructor prompts. Each entry must be at least 2 paragraphs, though more is encouraged. Selected entries will be posted on the Dragons'E-Bulletinn with author permission. Journal entries are designed to reflect upon and link class material with personal observations and experiences.
5	Midterm Reflection	A 1-2 page reflection on primary take-aways from the course and experience thus far, what is most challenging (both good and bad), what is working well, and what could be improved.
6	Final Project Proposal	Students should identify one theme on which to prepare a final research project. The proposal should be a 1-2 page description of your project, how you plan to collect your data (if appropriate), potential project resources, and how you expect to present your findings.

7	Final Project	<p>The final project should summarize learning on a chosen topic and is designed to demonstrate a broad, multi-disciplinary understanding of the theme(s) addressed. It is meant to be an opportunity for students to synthesize the materials covered in the course and takes the place of a final exam. All projects must include a minimum of 5 scholarly (peer-reviewed) sources. Interested students are encouraged to develop their project into a publication for http://www.focusongeography.org– an excellent journal that is focused on undergraduate research.</p> <p>The hard-copy product can take a variety of forms.</p> <ol style="list-style-type: none"> 1) Final paper. The final paper should be 10-12 pages in length 2) Video documentary. This should be a minimum of 5 minutes long and fully edited. Accompanying your video should be a 5-page paper describing your theme, production process, research methods, challenges/successes, and resources used 3) Photo essay. This should include a minimum of 12 high-quality photographs with a 200-250 word description of each photo, detailing how the photo relates to your final theme and sources used (approximately 6 pages of text) 4) Other formats may be considered on an individual basis
8	Final Project Presentation	The presentation should be 15-20 minutes and include time for questions from the audience

Assignment format:

Midterm reflection, final project proposal, and final project should be presented in Times New Roman font, 12pt size, and double spaced with 1” margins. Journal entries can be hand-written in a course journal or typed. Group project format is TBD.

Readings:

Required course readings for each course theme will be assigned from the reader at the beginning of each week. The reader is quite large so as to support independent learning on a variety of topics, both during the semester and after. Lecture material will be largely based upon readings available in the reader, but unless explicitly stated as required, course-reader literature is considered optional and supplemental.

There will occasionally be choices of readings per week. If you are given a choice of readings, you should expect to discuss the reading you chose with your fellow students and instructor in class, and explain the topics covered in enough detail that someone else could understand the main themes and points of the selection. In general, for all readings, it is suggested that you take notes

while reading course materials and highlight at least 4-5 points the author made that you found particularly enlightening, interesting, problematic, etc. We will discuss these in class.

Reader Contents:

Week 1:

1. Dove, M. R. (2006). Indigenous People and Environmental Politics. *Annual Review of Anthropology*, 35, 191–208. <https://doi.org/10.1146/annurev.anthro.35.081705.123235>
2. Barlow, J., & Lees, A. C. (2019, August 23). Amazon fires explained: what are they , why are they so damaging, and how can we stop them ? *The Conversation*, pp. 1–6.
3. Wordley, C. F. R. (2019, August 23). It's not just Brazil's Amazon rainforest that's ablaze – Bolivian fires are threatening people and wildlife. *The Conversation*, pp. 1–7.
4. Andrew, W., Heal, A., Michaels, L., Phillips, D., Campos, A., Junqueira, D., ... Winters, R. (2019, February 17). Brazilian Butchers Took Over The World. *The Bureau Investigates*.
5. *IPCC Special Report on Climate Change, Desertification, Land, Degradation, Sustainable Land Management, Food Security, and Greenhouse gas fluxes in Terrestrial Ecosystems*. (2019). *Research Handbook on Climate Change and Agricultural Law*. <https://doi.org/10.4337/9781784710644>
6. Allen, C. J. (1965). Water, Stones, and Light: A Cosmology. In *The Hold Life Has* (Vol. 111, pp. 1009–1010). Washington and London: Smithsonian Institution Press. <https://doi.org/10.1192/bjp.111.479.1009-a>
7. Shultz, J. (2007). Water in Cochabamba After the Water Revolt: A legend with mixed results. In *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (p. 8). <https://doi.org/10.1192/bjp.111.479.1009-a>
8. Bastien, J. W. (1985). Qollahuaya-Andean Body Concepts: A Topographical-Hydraulic Model of Physiology. *American Anthropologist*, 87(3), 595–611. <https://doi.org/10.1525/aa.1985.87.3.02a00050>
9. Mumford, J. (1998). The Taki Onqoy and the Andean Nation: Sources and Interpretations. *Latin American Research Review*, 33(1), 150–165.
10. Sikkink, L. (1997). Water and exchange: the ritual of yaku cambio as communal and competitive encounter. *American Ethnologist*, 24(1), 170–189. <https://doi.org/10.1525/ae.1997.24.1.170>
11. Boelens, R., Getches, D., & Guevara-Gil, A. (Eds.). (2010). *Out of the Mainstream: Water Rights, Politics and Identity*. Earthscan.
12. De La Cadena, M. (2010). Indigenous cosmopolitics in the andes: Conceptual reflections beyond “politics.” *Cultural Anthropology*, 25(2), 334–370. <https://doi.org/10.1111/j.1548-1360.2010.01061.x>
13. Stensrud, A. B. (2016). Climate Change, Water Practices and Relational Worlds in the Andes. *Ethnos*, 81(1), 75–98. <https://doi.org/10.1080/00141844.2014.929597>
14. Scoville-Simonds, M. (2018). Climate, the Earth, and God – Entangled narratives of cultural and climatic change in the Peruvian Andes. *World Development*, 110, 345–359. <https://doi.org/10.1016/j.worlddev.2018.06.012>
15. Cassman, V., Cartmell, L., & Belmonte, E. (n.d.). Coca as a Symbol and Labor Enhancer in the Andes. In W. Jankowiak & D. Bradburd (Eds.), *Drugs, Labor, and Colonial Expansion* (pp. 149–158). Tucson: University of Arizona Press.

16. Cuelenaere, L. (2017). The Decolonization of Belief from a Native Perspective: Wak'as and Teología Andina in the Bolivian Highlands. *Journal of Latin American and Caribbean Anthropology*, 22(3), 536–555. <https://doi.org/10.1111/jlca.12254>
17. Rogers, R. A. (2006). From cultural exchange to transculturation: A review and reconceptualization of cultural appropriation. *Communication Theory*, 16(4), 474–503. <https://doi.org/10.1111/j.1468-2885.2006.00277.x>
18. Babb, F. E. (n.d.). Gender, Race and Tourism in the Peruvian Andes. In *Women's Place in the Andes* (pp. 187–199).
19. Tupper, K. W. (2009). Ayahuasca healing beyond the Amazon: The globalization of a traditional indigenous entheogenic practice. *Global Networks*, 9(1), 117–136. <https://doi.org/10.1111/j.1471-0374.2009.00245.x>
20. Meldrum, G., Mijatović, D., Rojas, W., Flores, J., Pinto, M., Mamani, G., ... Padulosi, S. (2018). Climate change and crop diversity: farmers' perceptions and adaptation on the Bolivian Altiplano. *Environment, Development and Sustainability*, 20(2), 703–730. <https://doi.org/10.1007/s10668-016-9906-4>
21. Radcliffe, S. A. (2017). Decolonising geographical knowledges. *Transactions of the Institute of British Geographers*, 42(3), 329–333. <https://doi.org/10.1111/tran.12195>
22. Paerregaard, K. (2013). Bare rocks and fallen angels: Environmental change, climate perceptions and ritual practice in the peruvian andes. *Religions*, 4(2), 290–305. <https://doi.org/10.3390/rel4020290>
23. Rivera Cusicanqui, S. (2012). Ch'ixinakax utxiwa: A reflection on the practices and discourses of decolonization. *South Atlantic Quarterly*, 111(1), 95–109. <https://doi.org/10.1215/00382876-1472612>
24. de la Cadena, M. (2018). Earth-beings: Andean indigenous religion, but not only. In K. Omura (Ed.), *The World Multiple: The Quotidian Politics of Knowing and Generating Entangled Worlds* (pp. 0–0). Routledge. <https://doi.org/10.4324/9780429456725-2>
25. Ulloa, A. (2017). Perspectives of Environmental Justice from Indigenous Peoples of Latin America: A Relational Indigenous Environmental Justice. *Environmental Justice*, 10(6), 175–180. <https://doi.org/10.1089/env.2017.0017>
26. Van Vleet, K. E. (2010). Narrating violence and negotiating belonging: The politics of (self-) representation in an andean tinkuy story. *Journal of Latin American and Caribbean Anthropology*, 15(1), 195–221. <https://doi.org/10.1111/j.1935-4940.2010.01066.x>
27. Woodley, E. (1991). Indigenous ecological knowledge systems and development. *Agriculture and Human Values*, 8(1–2), 173–178. <https://doi.org/10.1007/BF01579672>
28. Sheild Johansson, M. (2019). “The Mountain Ate His Heart”: Agricultural Labor and Animate Land in a Protestant Andean Community. *Journal of Latin American and Caribbean Anthropology*, 24(2), 573–590. <https://doi.org/10.1111/jlca.12404>

Week 2:

1. Manzi, M., & Coomes, O. T. (2009). Managing Amazonian palms for community use: A case of aguaje palm (*Mauritia flexuosa*) in Peru. *Forest Ecology and Management*, 257(2), 510–517. <https://doi.org/10.1016/j.foreco.2008.09.038>
2. Winkel, T., Bommel, P., Chevarría-Lazo, M., Cortes, G., Del Castillo, C., Gasselin, P., ... Joffre, R. (2016). Panarchy of an indigenous agroecosystem in the globalized market: The

- quinoa production in the Bolivian Altiplano. *Global Environmental Change*, 39, 195–204. <https://doi.org/10.1016/j.gloenvcha.2016.05.007>
3. Woodley, E., Crowley, E., Pryck, J. D. De, & Carmen, A. (2006). Cultural indicators of Indigenous Peoples' food and agro-ecological systems * by. *Security*, (February), 104.
 4. Bellemare, M. F., Fajardo-Gonzalez, J., & Gitter, S. R. (2018). Foods and fads: The welfare impacts of rising quinoa prices in Peru. *World Development*, 112, 163–179. <https://doi.org/10.1016/j.worlddev.2018.07.012>
 5. Grey, S., & Newman, L. (2018). Beyond culinary colonialism: indigenous food sovereignty, liberal multiculturalism, and the control of gastronomic capital. *Agriculture and Human Values*, 35(3), 717–730. <https://doi.org/10.1007/s10460-018-9868-2>
 6. de Haan, S., Burgos, G., Liria, R., Rodriguez, F., Creed-Kanashiro, H. M., & Bonierbale, M. (2019). The Nutritional Contribution of Potato Varietal Diversity in Andean Food Systems: a Case Study. *American Journal of Potato Research*, 96(2), 151–163. <https://doi.org/10.1007/s12230-018-09707-2>
 7. Walsh-Dilley, M. (2013). Negotiating hybridity in highland Bolivia: Indigenous moral economy and the expanding market for quinoa. *Journal of Peasant Studies*, 40(4), 659–682. <https://doi.org/10.1080/03066150.2013.825770>
 8. Cancino-Espinoza, E., Vázquez-Rowe, I., & Quispe, I. (2018). Organic quinoa (*Chenopodium quinoa* L.) production in Peru: Environmental hotspots and food security considerations using Life Cycle Assessment. *Science of the Total Environment*, 637–638, 221–232. <https://doi.org/10.1016/j.scitotenv.2018.05.029>
 9. Stevens, A. W. (2017). Quinoa quandary: Cultural tastes and nutrition in Peru. *Food Policy*, 71(August), 132–142. <https://doi.org/10.1016/j.foodpol.2017.08.003>
 10. García, M. E. (2013). The Taste of Conquest: Colonialism, Cosmopolitics, and the Dark Side of Peru's Gastronomic Boom. *Journal of Latin American and Caribbean Anthropology*, 18(3), 505–524. <https://doi.org/10.1111/jlca.12044>
 11. Bedoya-Perales, N. S., Pumi, G., Talamini, E., & Padula, A. D. (2018). The quinoa boom in Peru: Will land competition threaten sustainability in one of the cradles of agriculture? *Land Use Policy*, 79(September), 475–480. <https://doi.org/10.1016/j.landusepol.2018.08.039>
 12. Slocum, R. (2011). Race in the study of food. *Progress in Human Geography*, 35(3), 303–327. <https://doi.org/10.1177/0309132510378335>
 13. Vietmeyer, N. (1984). The lost crops of the Incas. *Ceres*, 17(3), 37–40.

Week 3:

1. Jokinen, J. C. (2018). Migration-related land use dynamics in increasingly hybrid peri-urban space : insights from two agricultural communities in Bolivia, 136–157.
2. Rodríguez, I., & Inturias, M. L. (2018). Conflict transformation in indigenous peoples' territories: doing environmental justice with a 'decolonial turn.' *Development Studies Research*, 5(1), 90–105. <https://doi.org/10.1080/21665095.2018.1486220>
3. Cooke, C. A., Wolfe, A. P., & Hobbs, W. O. (2009). Lake-sediment geochemistry reveals 1400 years of evolving extractive metallurgy at Cerro de Pasco, Peruvian Andes. *Geology*, 37(11), 1019–1022. <https://doi.org/10.1130/G30276A.1>
4. Santos-Granero, F. (2002). Boundaries are made to be crossed: The magic and politics of the long-lasting Amazon/Andes divide. *Identities*, 9(4), 545–569. <https://doi.org/10.1080/10702890214869>

5. Benidickson, J. (2013). Legal Framework for Protected Areas: Canada. *SSRN Electronic Journal*, (June), 1–51. <https://doi.org/10.2139/ssrn.2296254>
6. Denevan, W. M. (1992). The Pristine Myth: The Landscape of the Americas in 1492. *Annals of the Association of American Geographers*, 82(3), 369–385. <https://doi.org/10.1111/j.1467-8306.1992.tb01965.x>
7. Clement, C. R., Denevan, W. M., Heckenberger, M. J., Junqueira, A. B., Neves, E. G., Teixeira, W. G., & Woods, W. I. (2015). The domestication of amazonia before european conquest. *Proceedings of the Royal Society B: Biological Sciences*, 282(1812). <https://doi.org/10.1098/rspb.2015.0813>
8. Sheild Johansson, M. (2019). “The Mountain Ate His Heart”: Agricultural Labor and Animate Land in a Protestant Andean Community. *Journal of Latin American and Caribbean Anthropology*, 24(2), 573–590. <https://doi.org/10.1111/jlca.12404>
9. Zimmerer, K. S. (2006). HUMBOLDT’S NODES AND MODES OF INTERDISCIPLINARY ENVIRONMENTAL SCIENCE IN THE ANDEAN WORLD. *The Geographic Review*, 96(3), 335–360.
10. Mcneish, J. (2010). *RETHINKING RESOURCE CONFLICT*.
11. Balée, W. (n.d.). Native views of amazon environment in Amazonia. In H. Selin (Ed.), *Science Across Cultures: The History of Non-Western Science* (pp. 277–311).
12. Pampa, L., Mercury, O., Pampa, L., Amazon, P., Reserve, T. N., Pampa, L., ... Pampa, L. (2019). MAAP # 104 : Major Reduction in Illegal Gold Mining from Peru ’ s Operation Mercury.
13. Anthias, P. (2018). TITLING TERRITORY: Race, Space, and Law at an Indigenous Frontier Book. In *Limits to Decolonization: Indigeneity, Territory, and Hydrocarbon Politics in the Bolivian Chaco* (Vol. 44, pp. 6–7). Cornell University Press.
14. Gudynas, E. (1993). The Fallacy of Ecomessianism: Observations from Latin America. In *Conflicts in Global Ecology* (pp. 170–178).
15. Dove, M. R., Campos, M. T., Mathews, A. S., Yoder, L. J. M., Rademacher, A., Rhee, S. B., & Smith, D. S. (n.d.). The Global Mobilization of Environmental Concepts: Re-Thinkign the Western/Non-Western Divide. In H. Selin (Ed.), *Science Across Cultures: The History of Non-Western Science* (pp. 19–47).
16. Maffi, L. (n.d.). Maintaining and Restoring Biocultural Diversity: The Evolution of a Role for Ethnobiology. In T. J. . Carlson & L. Maffi (Eds.), *Ethnobiology and Conservation* (pp. 9–35). New York Botanical Garden Press.
17. Shepard Jr., G. H., Yu, D. W., & Nelson, B. W. (n.d.). Ethnobotanical Ground-Truthing and Forest Diversity in the Western Amazon. In T. J. . Carlson & L. Maffi (Eds.), *Ethnobotany and Conservation of Biocultural Diversity* (pp. 133–171).
18. Gudynas, E. (n.d.). Religion and cosmovisions within environmental conflicts and the challenge of ontological openings. In E. Berry & R. Albro (Eds.), *Church, Cosmovision and the Environment* (pp. 225–247).
19. Chevallier, P., Pouyaud, B., Suarez, W., & Condom, T. (2011). Climate change threats to environment in the tropical Andes: Glaciers and water resources. *Regional Environmental Change*, 11(SUPPL. 1), 179–187. <https://doi.org/10.1007/s10113-010-0177-6>
20. Vanthomme, H., Sánchez-Cuervo, A. M., Gárate, P., Bravo, A., & Dallmeier, F. (2019). *The Future of Madre de Dios. Smithsonian’s Working Landscape Simulator for Sustainable Development*.

21. Young, K. R. (2009). ANDEAN LAND USE AND BIODIVERSITY: HUMANIZED LANDSCAPES IN A TIME OF. *ANN.MISSOURI BOTanical Gardens*, 96, 492–507. <https://doi.org/10.3417/2008035>

Week 4:

1. Crivello, G. (2015). “There’s no future here”: The time and place of children’s migration aspirations in Peru. *Geoforum*, 62, 38–46. <https://doi.org/10.1016/j.geoforum.2015.03.016>
2. Hippert, C. (2011). Women’s spaces, gender mainstreaming, and development priorities: Popular participation as gendered work in rural Bolivia. *Women’s Studies International Forum*, 34(6), 498–508. <https://doi.org/10.1016/j.wsif.2011.07.004>
3. Padilla-Meléndez, A., & Ciruela-Lorenzo, A. M. (2018). Female indigenous entrepreneurs, culture, and social capital. The case of the Quechua community of Tiquipaya (Bolivia). *Women’s Studies International Forum*, 69(May), 159–170. <https://doi.org/10.1016/j.wsif.2018.05.012>
4. Mora, A. I. (2018). Elvira Espejo: A woman of resistances and re-existences in the Andes. *Nomadas*, 49, 207–218. <https://doi.org/10.30578/nomadas.n49a12>
5. Bussmann, R. W., & Sharon, D. (2006). Traditional medicinal plant use in Northern Peru: Tracking two thousand years of healing culture. *Journal of Ethnobiology and Ethnomedicine*, 2, 60–70. <https://doi.org/10.1186/1746-4269-2-47>
6. Arnold, D., & Espejo, E. (2012). Andean weaving instruments for textile planning: The waraña coloured thread-wrapped rods and their pendant cords. *Indiana*, 29(29), 173–200.
7. Leinaweaver, J. B. (2008). Improving oneself: Young people getting ahead in the Peruvian Andes. *Latin American Perspectives*, 35(4), 60–78. <https://doi.org/10.1177/0094582X08318979>
8. Sikkink, L., M, B. C., Quarterly, S. A., & Oct, N. (2019). Landscape, Gender, and Community: Andean Mountain Stories Stable URL : <https://www.jstor.org/stable/3317537> All use subject to <https://about.jstor.org/terms> LANDSCAPE , GENDER , AND COMMUNITY : ANDEAN, 72(4), 167–182.
9. Maffi, L. (2012). Biocultural Diversity and Sustainability. *The SAGE Handbook of Environment and Society*, 267–278. <https://doi.org/10.4135/9781848607873.n18>
10. Pretty, J., Adams, B., Berkes, F., De Athayde, S. F., Dudley, N., Hunn, E., ... Pilgrim, S. (2009). The intersections of biological diversity and cultural diversity: Towards integration. *Conservation and Society*, 7(2), 100–112. <https://doi.org/10.4103/0972-4923.58642>
11. Emlen, N. Q. (2017). Multilingualism in the Andes and Amazonia: A View from In-between. *Journal of Latin American and Caribbean Anthropology*, 22(3), 556–577. <https://doi.org/10.1111/jlca.12250>
12. Fonseca, C. L. F., & Román, B. E. S. A. N. R. (2015). CHILD CIRCULATION IN A GLOBALIZED ERA: UNIVERSITAT A UTÒNOMA DE BARCELONA -AFIN RESEARCH GROUP , SPAIN 3 DIANA MARRE , P H . D . , 1–19.
13. Smale, R. L. (2014). Intimate Indigeneities: Race, Sex, and History in the Small Spaces of Andean Life. *Hispanic American Historical Review*, 94(1), 137–139. <https://doi.org/10.1215/00182168-2390231>
14. De La Cadena, M. (1992). Las mujeres son más indias. *Revista Isis Internacional*, 1–22.

15. Leinaweaver, J. B. (2007). On moving children: *Africa*, 34(1), 163–180.
<https://doi.org/10.1525/ae.2007.34.1.163>. American
16. Tapia Arce, A. (2017). Making Beauty: The Wearing of Polleras in the Andean Altiplano. *Lilias Benson Magazine*.
17. Pedersen, D., Kienzler, H., & Gamarra, J. (2010). Llaki and Ñakary: Idioms of distress and suffering among the highland Quechua in the Peruvian Andes. *Culture, Medicine and Psychiatry*, 34(2), 279–300. <https://doi.org/10.1007/s11013-010-9173-z>
18. Peru_languages. (n.d.).
19. Gorenflo, L. J., Romaine, S., Mittermeier, R. A., & Walker-Painemilla, K. (2012). Co-occurrence of linguistic and biological diversity in biodiversity hotspots and high biodiversity wilderness areas. *Proceedings of the National Academy of Sciences of the United States of America*, 109(21), 8032–8037.
<https://doi.org/10.1073/pnas.1117511109>
20. Van Vleet, K. (2019). Between scene and situation: Performing racial and gendered alterity in a Cusco orphanage. *Anthropological Quarterly*, 92(1), 111–141.
<https://doi.org/10.1353/anq.2019.0004>
21. Toda, M., Rengifo Salgado, E. L., & Masuda, M. (2016). Assessing medicinal plants as the linkage between healthcare, livelihood and biodiversity: a case study from native villages surrounding a second-tier city in the central Peruvian Amazon. *Tropics*, 25(2), 53–65.
<https://doi.org/10.3759/tropics.ms15-07>
22. Ramos, G. (2016). Conversion of Indigenous People in the Colonial Andes: Politics and Historical Understanding. *History Compass*, 14, 359–369.
<https://doi.org/10.1017/CBO9781107415324.004>
23. Weismantel, M., & Eisenman, S. F. (1998). Race in the Andes: global movements and popular ontologies. *Bulletin of Latin American Research*, 17(2), 121–142.
[https://doi.org/10.1016/S0261-3050\(97\)00084-3](https://doi.org/10.1016/S0261-3050(97)00084-3)
24. CADENA, M. (1998). Silent Racism and Intellectual Superiority in Peru. *Bulletin of Latin American Research*, 17(2), 143–164. <https://doi.org/10.1111/j.1470-9856.1998.tb00169.x>
25. Sumida Huaman, E. (2019). Yachayninchis (Our Knowledge): Environment, Cultural Practices, and Human Rights Education in the Peruvian Andes. In E. A. McKinley & L. T. Smith (Eds.), *Handbook of Indigenous Education* (pp. 725–765).
https://doi.org/10.1007/978-981-10-3899-0_3
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Week 5:

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8. Of, P.-, & Education, H. (2019). University of Pittsburgh- Of the Commonwealth System of Higher Education Adolescent Ambiguities and the Negotiation of Belonging in the Andes Author (s): Krista E . Van Vleet Published by : University of Pittsburgh- Of the Commonwealth System of Higher Education Stable URL : <https://www.jstor.org/stable/3773834> ADOLESCENT AMBIGUITIES AND THE NEGOTIATION OF BELONGING IN THE ANDES1 i .?. ~ ~ jil ' ^ ^ ~ ~ Krista E . Van Vleet, 42(4), 349–363.

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<https://doi.org/10.1016/j.gloenvcha.2016.06.005>
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24. Open Letter to Evo Morales. (2011).
25. Hirsch, E. (2016). Mediating Indigeneity: Public Space and the Making of Political Identity in Andean Peru. *Political and Legal Anthropology Review*, 39(1), 95–109.
<https://doi.org/10.1111/plar.12133>

26. Cusicanqui, S. R. (2010). The Notion of “Rights” and the Paradoxes of Postcolonial Modernity. *Qui Parle*, 18(2), 29–54.

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28. Alexiades, M. N. (n.d.). Ethnobiology and Globalization: Science and Ethics at the Turn of the Century. In T. J. . Carlson & L. Maffi (Eds.), *Ethnobotany and Conservation of Biocultural Diversity*.

29. Mumford, J. (n.d.). The Cities. In *Vertical Empire: The Gendered Resettlement of Indians in the Colonial Andes*.

Other Suggested Readings:

1. Orlove, B. S. (1993). Putting Race in Its Place: Order in Colonial and Postcolonial Peruvian Geography. *Social Research*, 60(2), 301–336.
2. Unih-pakaxa, H. (2010). Roberto Choque Canqui y Cristina Quisbert Quispe . Líderes Indígenas Aymaras . Lucha por la páginas . Serie Rebeliones Indígenas No . 2 . La, 2247(2). <https://doi.org/10.5195/bsj.2011>.

Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specific 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.

Notes:

- We will meet as a formal class 4 times per week, with additional field trips outside of class.
- Faculty will hold regular office hours during the week outside of class time, and the time and place will be announced during our first class.
- Field trip dates and logistics will be finalized once in Urubamba as faculty and instructors coordinate with homestay and other program needs
- Topics, assignments, and activities may be adjusted as needed and determined by faculty

Theme	Date	Topic	Activity	Due	Notes
Identity, Cosmology, Nature	12-Sep	Course Introductions			
	13-Sep	Indigenous Identity, Cosmology, Cultural Appropriation			
	*14-Sep	Field Trip to Pisac		Bring Class Journals	
	16-Sep	Water, Water Management, Climate Change, and cosmology	Group Project		
	17-	Cultural Knowledge, Cultural		Journals	

	Sep	Memory, Understanding Biodiversity			
Food	19-Sep	Cultural Knowledge, Traditional Agriculture			
	20-Sep	Food and identity	Group Project		
	23-Sep	Potatoes, Quinoa, Plantains, Yuca, Corn			
	24-Sep	Food and economy (Food as status, 'Cuisine' as an export)		Project Proposal	
	25-Sep	* Individual Project Proposal Review and meetings			
Land-use and Environment	26-Sep	Landscape management and environmental threats in the Andes		Journals	
	27-Sep	Landscape management and environmental threats in the Amazon		Midterm Reflection	
	30-Sep	Climate Change	Group Project		
	1-Oct	Conservation and sustainable development			Possible Field Trip to Moray/Maras
Language and Culture	3-Oct	Relationship between ecological knowledge and indigenous language	Group Project	Journals	
	4-Oct	Family healthcare, language, and gender			
	7-Oct	Child-sharing and kinship	Group Project		
	8-Oct	Intro to Indigenous cosmologies and language/global understanding		Journals	Possible Field Trip: Hotsprings
Economic Development, Resistance, and Political Movements	10-Oct	Economic Development and Colonization			
	11-Oct	Indigenous resistance and Identity	Group Project		
	14-Oct	Wrapping up		Journals, Final Projects	
	15-Oct	Final Presentations			

Grading & Attendance

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments, 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 to 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 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, so long as those beliefs do not cause violence to any member of our course community. 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
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 Readings¹²

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* (4th Edition). Los Angeles, CA: Sage Publications.

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

² 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

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"> Review this syllabus Staying Afloat: Some Scattered Suggestions on Reading in College https://www.swarthmore.edu/SocSci/tburke1/reading.html Effective Questions for Leading Discussion. Handout from Carleton University. 	<ul style="list-style-type: none"> Introduce ISP syllabus, schedule of course, and expectations Explore and review potential ISP topics and brainstorm individual interests Frame introduction to ethnographic observation Review expectations for Student Led Discussion and create schedule Instructor-modeled discussion about readings Debrief of ethnographic observation activity Introduce ethnographic journal assignment 	<ul style="list-style-type: none"> Ethnographic observation_activity
TBD	Unit 1: Introduction to ISP and Human Inquiry	<ul style="list-style-type: none"> Chapter 1: What is social research? Kelly, Aidan P. "Social Research Methods". 2016. University of London. [20 pages] Babbie, Earl. The Basics of Social Research Chapter 1: Human Inquiry and Science. [29 pages] A Student's Guide to Reading and Writing in Social Anthropology", Department 	<ul style="list-style-type: none"> Share about ethnographic journal Introduce ISP scope and expectations Explore and review potential ISP topics 	<ul style="list-style-type: none"> 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. Response Paper (2 pages) on the

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

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

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

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 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 sate, 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
Other general risks associated with this travel:			

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 _____



ISP Journal Example

This is an example of how your ISP Journal can be structured. You can add additional rows to each section as needed. You may also alter the format as long as you clearly indicate the amount of time you spend on your ISP and document specific activities.

Activity Log

Date	Location of Activity	Hours	Description of Activity	Notes on Success/Challenge of Activity
TOTAL HOURS				

Contact Log

Date	Name of Contact	Contact Details/Location

Interview Log

Date	Name of Interviewee	Contact Details/Location	Notes from Interview

Field Notes

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"> 1. Individual presentation of host country-specific development topic 2. Student group facilitation of transference activity or discussion and final ritual or ceremony 	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 both 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 Readings¹

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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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 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

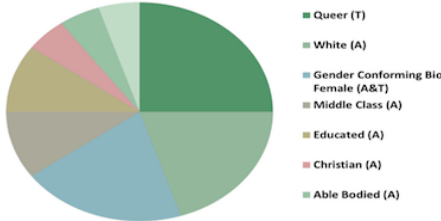
A total of 20-24 pages of written work are required for this class through a series of written assignments. Note that all work should be presented in APA style, Times New Roman font, 12pt size, and double-spaced. In addition, there are approximately 430 pages of assigned reading for this course, which 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 questions¹ 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>I. Background <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"> ● Where were you born? ● How many people are in your family? ● What generation do you represent? ● Are you and your siblings the first of your family to be born in your home country? ● Were you foreign born (not born in the country you are currently a resident of – e.g. the U.S.)?

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

		<ul style="list-style-type: none"> ● 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? ● What is/was the occupation of your mother when you were a child? Your father's occupation? ● How would you describe your family's social class? ● Where do you go to school? What do you like best about your school? Like least? ● 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)? ● What customs do you prize most? ● Do your relatives speak your ethnic group language? <p>II. Group Awareness <i>Describe your earliest recollection of learning your gender and race or ethnicity. Consider:</i></p> <ul style="list-style-type: none"> ● When do you recall learning your gender? How did you learn this? ● When do you remember learning what your sexual orientation is and how did you learn this? ● 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? ● How often did your family talk about your ethnic heritage and in what context? <p>III. Social Awareness <i>Describe your earliest recollections of learning that people were "different." Consider:</i></p> <ul style="list-style-type: none"> ● When do you first remember hearing about or learning about prejudice? How do you recall feeling at that time? ● 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? ● When did you first know people who said things that you thought were prejudiced or bigoted? ● 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. <p>IV. Encounters <i>Describe your early intercultural encounters. Consider:</i></p> <ul style="list-style-type: none"> ● How much racial and/or ethnic diversity did you have in your hometown? ● What is the general perception of immigrants or people of different ethnic backgrounds in your hometown? Did your immediate family share these views? ● How are gay, lesbian, transgendered, or bisexual persons perceived? When (if this is applicable) did your perceptions of any of these groups change? ● What is/was your parents' main advice to you about people from other ethnic and/or cultural groups? ● 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? ● How would your parents respond, if you announced plans to marry a member of a different ethnic group, religion, sexual orientation, or disability? <p>V. Present Views <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"> ● 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? ● What has been the major source of information that has shaped your perceptions of ethnic minority group members? ● Which ethnic minority group do you know least about? <p>Finally, what can you learn about yourself through this self-reflection essay?</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>Instructions:</p> <ul style="list-style-type: none"> ● Observe a habit, routine or practice that is puzzling to you in your homestay. ● As you do your participant observation, you will need to use the D/I/E method and the SPEAKING method. ● 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"> ● What did you observe? ● How is this environment different from which you are familiar? ● What symbols, if any, could you find in your field study that represents your culture? ● What surprised you? ● What was unexpected? ● What did you learn about this culture? About yourself? ● Was the D/I/E method helpful? Why or why not? ● Was the SPEAKING model helpful? Why or why not?
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>More on the Analysis Component Were there any dimensions of culture at play? If you compared your national culture to different national culture, try to use Hofstede's website (https://geert-hofstede.com/countries.html) 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>More on the Interview Component 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"> ● Explain the purpose of your interview to the person you will be interviewing. ● 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. ● 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?" ● 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?" ● 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.

		<p>Make sure to include the following 3 components in your essay:</p> <ol style="list-style-type: none"> 1. Attempt to analyze what happened during the course of the interaction. <ul style="list-style-type: none"> • What helped you understand what was happening? • What got in the way of understanding? • What impact did your understanding or lack of understand have on the experience? 2. Consult a cultural liaison. <ul style="list-style-type: none"> • What insights or new information did you gain from this interview? 3. Reflect upon what you learned about yourself in this situation. <ul style="list-style-type: none"> • Did you feel you reacted appropriately? • Would have done something differently if you had the chance?
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>The pie chart is divided into seven segments of varying sizes. The largest segment is dark green, representing 'Queer (T)'. Other segments include 'White (A)' (medium green), 'Gender Conforming Bio Female (A&T)' (light green), 'Middle Class (A)' (yellow-green), 'Educated (A)' (yellow), 'Christian (A)' (orange), and 'Able Bodied (A)' (light blue). A legend to the right of the chart lists each category with its corresponding color.</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"> 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.) 2. How do you emphasize or downplay parts of your identity in different contexts? 3. Do you “have” an identity? 4. What role do other people play in the way you have defined yourself? <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"> • How... • I wonder... • Have you ever examined the intersection of... <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>Background (1 page)</p> <ul style="list-style-type: none"> • An introduction of the host community where the cultural phenomenon exists. Sources must be referenced.

		<ul style="list-style-type: none"> ● Short description of the cultural phenomenon you are exploring including any symbols associated with it and/or language used to describe it. ● Why did you choose this phenomenon? Include relevant emotional information. ● Relevant historical perspective <p>Theoretical Perspective (1 page)</p> <ul style="list-style-type: none"> ● 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. ● Highlight limitations, if any, of the approach <p>Methods (1 page)</p> <ul style="list-style-type: none"> ● Describe your interview process. Who did you interview to deepen your understanding of this phenomenon? How was the interview conducted? ● Describe the process of conducting your participant observation(s). ● Highlight limitations, if any, of your methods. <p>Research Findings (3 pages)</p> <ul style="list-style-type: none"> ● 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. ● Relevant historical perspective. Sources must be referenced. <p>Personal Reflection of Complete Process (3 pages)</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"> ● How has your research this challenged the way you think about this phenomenon? ● 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? ● 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. ● 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? ● 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?
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Required Readings²

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 [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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- 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"> ● Cultural and linguistic relativity ● Bennett's Development Model of Intercultural Sensitivity ● Self-reflexivity ● Iceberg Model of Culture ● Ethnocentrism ● Approaches to Cultural Competence 	Textbook- Ch 5 Bennett (2016); Bennett (1993);		"Who Am I?" Paper
4	Interaction Analysis <ul style="list-style-type: none"> ● Expectation Violation Theory ● Culture Shock ● D/I/E Model ● SPEAKING Model of Participant Observation ● Hofstede's Dimensions of Culture ● Interaction Analysis 	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"> ● Hammer's Intercultural Conflict Styles ● "Something's Up Moment" & Personal Leadership ● Third Cultures ● Neuroscience of conflict 	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"> ● Power and Privilege ● Dialectic Approach to Culture ● Avowel & Ascription ● Social Identity Theory 	Textbook- Ch 4 & 6 Chen (2009)		"Cultural Identity Visual" Presentation
7	Black & White Thinking <ul style="list-style-type: none"> ● Whiteness ● Othering ● Media and Culture ● Mindfulness 	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 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

SPAN 150: Spanish I

(Spanish Language 150)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: *Varies based on program location: Bolivia, Guatemala, or Peru*

Faculty of Record: TBD

Email: TBD

Course Description

This course introduces students to the Spanish language and is designed for students with no or minimal previous background in spoken or written Spanish. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Spanish on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations and examine how culture and language interact in the host country. 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

- Experience Spanish (Amores, Suarez-Garcia, and Wendel) (Second Edition)
- Authentic materials collected and supplied by local teachers.

Recommended Reference Works

- HarperCollins Spanish-English Dictionary
- English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish, Spinelli

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 Spanish, 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 Spanish language to confidently communicate on a range of topics related to everyday situations such (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 in Spanish.

Knowledge Outcomes

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

- The history and linguistic development of the Spanish language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Spanish 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 Spanish language.
- Ability to read and write in Spanish.
- 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.

Required Readings¹

These readings will be provided by faculty on-site.

- The story of the Incas. Popular legend
- Rituales de vida en la cosmovision andina. Greta Jimenez Sardon. 1995.
- La leyenda de la coca. *Antonio Díaz Villamil*
- El matrimonio de Suttu y la llegada de Ato, Dominga Titizano

Spanish I Curriculum Topics

1. Greetings and Farewells

Communicative Competence:

- Greet and say goodbye formally and informally
- Introduce yourself and others

Grammatical competence:

- Use, vowels, syllables and the alphabet
- Use personal pronouns
- Use the verb *ESTAR* in its function: states of mind (adjectives)

2. Personal Presentation

Communicative Competence:

- Give and ask: name, profession, nationality, age and marital status

Grammatical competence:

- Use the gender and number agreement
- Use the verb *SER* in its function: identification, profession, nationality, marital status and corresponding vocabulary
- Use some interrogative pronouns
- Use the verb *HAVE* + age
- Use numbers
- Introduction of regular verbs

3. Transportation and Purchases

Communicative Competence:

- Use public transport, paying for tickets, asking for change, indicating the destination and negotiating the price, using the appropriate expressions to the situation
- Distinguish risky situations when taking a means of public transport and respond appropriately to problems or threats in public transport

Grammatical Competence:

- Vocabulary and expressions of transport and purchases in the host country

4. Presentation of the Members of the Family

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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.

Communicative Competence:

- Identify family members
- Give and ask for information about the family

Grammatical Competence:

- Family vocabulary
- Interrogative words
- The verb LIKE

5. Physical Descriptions and Personal Qualities

Communicative Competence:

- Describe the physical appearance and inherent qualities of people

Grammatical Competence:

- Make comparisons of equality and inequality
- Adjectives
- Verb *SER*: function description

6. Physical Environment

Communicative Competence:

- Describe your environment

Grammatical Competence:

- Demonstrative adjectives
- Verb TO BE: identification of objects, belongings, materials, origins, description of characteristics with the corresponding vocabulary

7. Location and State of Objects

Communicative Competence:

- Talk about the location of different objects, people, etc.
- Describe the status of different objectives of their environment

Grammatical Competence:

- Prepositions of place
- Adjectives
- Verb BE function: location and state of affairs

8. Customs and Family Habits

Communicative Competence:

- Talk about occupations and daily activities in the city and in the countryside
- Indicate the time of activities

Grammatical Competence:

- Regular verbs (revision)
- Groups of irregular verbs
- Frequency adverbs

9. Daily Personal Activities

Communicative Competence:

- Describe your routine activities

Grammatical Competence:

- Reflective verbs of the daily routine
- Reflective verbs that express emotion
- Vocabulary of articles for personal use

10. Holidays and Celebrations

Communicative Competence:

- Find out and explain about the activities that are carried out on holidays in the host country and in your home country

Grammatical Competence:

- Application of regular and irregular verbs in present tense
- Vocabulary of parties and celebrations

11. Future Plans and Obligations

Communicative Competence:

- Talk about future plans - individual and group
- Describe responsibilities in the house, program they are in, and in their life
- Learn and become familiar with the security measures in their environment

Grammatical Competence:

- Double verb structures
- Have that + infinitive verb
- Future with IR a + infinitive verb
- *POR* and *PARA* prepositions
- Expressions of time to express the future

12. Activities in Progress

Communicative Competence:

- Talk about activities that occur at the moment

Grammatical Competence:

- *Estar* + *gerundio* regular and irregular verbs

13. Socializing

Communicative Competence:

- Talk about activities, emphasizing the use of direct object pronouns to avoid redundancy

Grammatical Competence:

- Direct Object Pronoun and transitive verbs

14. Reporting Events

Communicative Competence:

- Ask and give information about something that happened to yourself
- Report something to someone using verbs such as: say, ask to count, ask, etc.

Grammatical Competence:

- Indirect object pronouns
- Direct object vs. Indirect object

15. Past Activities

Communicative Competence:

- Talk about past events

Grammatical Competence:

- Preterit - regular and irregular verbs
- Expressions of past time

16. Past Habitual Activities

Communicative Competence:

- Tell what you did when you were a child, adolescent, and young.
- Describe people, places, objects and activities of the past

Grammatical Competence:

- Imperfect, regular and irregular verbs

17. Past Experiences

Communicative Competence:

- Talk about past events

Grammatical Competence:

- Preterite Vs. Imperfect

18. Future Plans**Communicative Competence:**

- Talk about future plans

Grammatical Competence:

- Simple future

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 of program	Topic	Readings	Activities	Assignments & Due Dates
Week 1	Introduction to the Course, Overview of the Syllabus, & Assessing Student Spanish Language Levels	<ul style="list-style-type: none"> Survival Spanish Language Sheets 	<ul style="list-style-type: none"> Review and practice survival Spanish language materials Scavenger hunt, with a focus on utilizing vocabulary and expressions from the survival Spanish language materials such as greetings, introducing oneself (family, nationality, and basic personal details), as well as basic needs. Spanish lunches Individual assessments of language abilities 	<ul style="list-style-type: none"> Spanish Baseline Assessment: Due Date TBD
Week 2	Functional Spanish	<ul style="list-style-type: none"> La leyenda de la coca 	<ul style="list-style-type: none"> Vocabulary, grammar, and activities focused on ordering food, numbers, currency, purchasing goods in markets, and basic descriptions. Scavenger hunt to practice asking for directions and retrieving/communicating basic personal information 	<ul style="list-style-type: none"> Homestay Family Tree: Due Date TBD
Weeks 3-6	Intensive Spanish Instruction	<ul style="list-style-type: none"> Rituales de vida en la cosmovision andina. Greta 	<ul style="list-style-type: none"> Intensive Spanish instruction in small groups. Vocabulary, grammar, and activities focused on asking and giving personal 	<ul style="list-style-type: none"> Daily worksheets/text book activities: Due Date TBD

		<p>Jimenez Sardon. 1995.</p> <ul style="list-style-type: none"> • El matrimonio de Suttu y la llegada de Atoij • The story of the Incas. Popular legend 	<p>information, talking about interests and intentions, communicating feelings, the family, describing places, shopping (buying & appropriate bargaining), and food and drink.</p> <ul style="list-style-type: none"> • Activities focused on using language in daily interactions with homestay family and for use with Independent Study Projects 	<ul style="list-style-type: none"> • Reader Digests: Due Date TBD • Midcourse Examination: Due Date TBD • Presentation of Independent Study Topics in Spanish: Due Date TBD • Weekly Quizzes
Week 7 & 8	Using Spanish to Understand Context		<ul style="list-style-type: none"> • Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week. 	<ul style="list-style-type: none"> • Worksheets/text book activities: Due Date TBD
Week 9 & 10	Using Spanish for the Common Benefit		<ul style="list-style-type: none"> • Practicing translation for group activities • Organized Spanish lunches 	<ul style="list-style-type: none"> • Final Examination: Due Date TBD
Week 11	Closing the Course		<ul style="list-style-type: none"> • Practicing translation for group activities 	<ul style="list-style-type: none"> • Final Presentation: Due Date TBD

Grading & Attendance

Late Work Policy

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Grading Scale

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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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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.

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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

SPAN 250: Spanish II

(Spanish Language 250)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: *Varies based on program location: Bolivia, Guatemala, or Peru*

Faculty of Record: TBD

Email: TBD

Course Description

This course introduces students to more challenging linguistic Spanish 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, and focusing on listening comprehension. 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 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

- Experience Spanish (Amores, Suarez-Garcia, and Wendel) (Second Edition)
- Authentic materials collected and supplied by local teachers.

Recommended Reference Works

- HarperCollins Spanish-English Dictionary

- English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish, Spinelli

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:

- Discuss issues related to daily life and present well-organized information about themselves, friends, study, travel, and some aspects of Bolivian/Peruvian 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 Spanish language at an intermediate level.
- Write essays in Spanish 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 Spanish language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Spanish 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 Spanish.
- 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.

Spanish II Curriculum Topics

1. Personal Introduction and Family Members

Communicative Competence:

- Present host country and home country family and identify self: name, address, age, profession, nationality, marital status, etc.
- Explain the reason for your stay in the host country

2. Idioms and Idiomatic Expressions

- Vocabulary (members of the family)

Grammatical Competence:

- Verb review: "to be" - function identification, profession, nationality and marital status
- Idiomatic expressions
- Verb review, to have + age
- Interrogative pronouns, Who is it? What is it...? Etc.

3. Travel (Land and Air)

Communicative Competence:

- Use of the rural and urban transport of the country (trufis, taxis, radio taxis, trucks, fleets, etc.): become familiar with the common expressions of each type of transport
- Describe unusual situations related to transportation, e.g. describe a crash, technical failures, and flat tires
- Compare airplane tickets
- Confirm flights
- Find out and coordinate flight itineraries

Grammatical Competence:

- Expressions related to transportation

4. Physical Descriptions and Inherent Qualities vs. Temporary Status of Things/People

Communicative Competence:

- Describe in detail the physical appearance of people and make comparisons
- Describe in detail physical spaces and make comparisons
- Indicate and give reasons for the current state of people and things

Grammatical Competence:

- *SER* vs. *ESTAR* verb functions

5. Shopping

Communicative Competences:

- Buy in different places: neighborhood stores, popular markets, supermarkets, street vendors
- Become familiar with the different sizes and local measurements
- Become familiar with the different weight systems and local measures
- Bargaining
- Practice different unusual situations related to shopping: return, change, and request products

Grammatical Competence:

- Expressions related to shopping
- Regular verbs in the present tense

6. Food and Restaurants

Communicative Competence:

- Practice proper ways to refuse food at the table
- Become familiar with local food and different types of restaurants
- Express satisfaction and compliments for the meal
- Ask, accept and / or refuse the food kindly
- Become familiar with host country customs different from those of your home country
- Make complaints, if necessary

Grammatical Competence:

- Review the verb *GUSTAR*
- Expressions

7. Holidays - Civic Dates and Celebrations

Communicative Competence:

- Explain and find out about the activities that are carried out on holidays
- Compare home country festivities with host country
- Give and request information about important dates in the host country
- Talk and compare about activities in the countryside and in the city
- Speak and comment on popular host country customs
- Update and comment on the most important news nationally and internationally (reading and newspapers)

Grammatical Competence:

- Review and reinforcement: present "AR", "ER" and "IR"
- All irregular verbs in present tense
- New vocabulary appropriate for each topic
- Use of connectors: however, although, therefore, consequently, etc

8. Daily Personal Activities

Communicative Competence:

- Describe one's and others' daily personal activities
- Use of reflexives

Grammatical Competence:

- Reflexive verbs

9. Past Activities

Communicative Competence:

- Narrate important historical facts and reforms of host country and the home country (What happened in 19 ...?)
- Tell stories, unforgettable experiences, anecdotes, incidents that occurred in the past: work experiences, during your stay in the host country, past vacations

Grammatical Competence:

- Present Perfect / Preterite (regular and irregular verbs), (use in host country of the present perfect instead of the preterite)
- Expressions of time in the past: yesterday, in 1994, or last Sunday
- Reflexive verbs in the past

10. Tastes and Preferences

Communicative Competence:

- Express like and / or dislike
- Talk about your interests to members of the community

Grammatical Competence:

- Verbs "*GUSTAR*" and its different uses.
- Indirect object verbs (*quedar, interesar, molestar, encantar, etc.*)
- Past tense objective pronouns. Ind.

11. Health/Illness

Communicative Competence:

- Ask for help in case of being sick.
- Describe symptoms and minor illnesses and indicate the circumstances in which symptoms presented
- Advise about certain health problems
- Talk about traditional medicine
- Report on home remedies
- Describe symptoms after an accident

Grammatical Competence:

- Indirect pronoun verbs "*DOLER*", "*HACER DAÑO*"

12. Activities in the Past

Communicative Competence:

- Recount about what you did when you were children, adolescents, or when young generally
- Describe people, places, and activities in the past
- Talk about previous habitual activities
- Talk about the social, economic and political changes of past years with the present time of the country and the community
- Make comparisons between past with present (before ... and now)

Grammatical Competence:

- Imperfect
- Expressions of time to express the idea of a habitual action: every day, sometimes, etc.

13. Customs

Communicative Competence:

- Host country and Latin American customs
- Talk about global changes

Grammatical Competence:

- Imperfect Vs. Preterite
- 14. Socialization**
- Communicative Competence:**
- Ask and talk about friends, co-workers, and acquaintances
 - Ask and talk about familiar places
 - Comment on movies and characters
- Grammatical Competence:**
- Direct object pronouns
 - Ask yes / no questions with transitive verbs
- 15. Reporting Events**
- Communicative Competence:**
- Ask and give information about something that has happened to you
 - Report something to someone using the verbs: *decir, pedir, contar, preguntar, responder*
- Grammatical Competence:**
- Indirect object pronouns
- 16. Recommendations and Advice**
- Communicative Competence:**
- Talk about appropriate behavior in meetings, parties, celebrations in the host country
 - Indicate what is necessary / good to do in case of emergencies
 - Indicate what is necessary / good to integrate into a work community
 - Talk about what is important and necessary to stay healthy
 - Explain a technical topic according to the lesson
- Grammatical Competence:**
- Impersonal phrases
- 17. Instructions**
- Communicative Competence:**
- Ask for a favor from a friend, an acquaintance, or a group of people in case of need
 - Accept and / or deny favors
 - Follow and give instructions from a doctor, secretary, instructor, boss, environmental education instructor, or organize an event
 - Ask and indicate the steps to reach a certain place
 - Give instructions related to your program
- Grammatical Competence:**
- Regular and irregular mandates
- 18. Cooking, Recipes, and Ads**
- Communicative Competence:**
- Explain how some local and international dishes are prepared
 - Search and place ads in newspapers
 - Post notices / public signs in case of need (e.g. masons are needed)
 - Explain your independent study project
- Grammatical Competence:**
- "SE" impersonal
- 19. Daily Personal Activities**
- Communicative Competence:**
- Talk about future trips before returning to your home country
 - Talk about possible future changes
 - Talk about future projects
- Grammatical Competence:**
- Simple future tense
 - Prepositions *Por* and *Para*
- 20. Conditional and Future Conjectures**
- Communicative Competence:**
- Express probability in different situations

- Make conjectures regarding weather, age, events, people situations, etc.

Grammatical Competence:

- Simple future
- Simple conditional
- Future compound: future of *HABER* + past participle

21. Work and the Current Situation in the Host Country

Communicative Competence:

- Indicate what one wants, desires, and/or expects from work, the environment and the people around him / her
- Indicate what the program director requires, hopes, and/or requests of the student during their stay
- Talk about what some government social groups want, expect, desire, and or request

Grammatical Competence:

- Present subjunctive - first function: desire, order (I request that...I want that ...)

22. Suggestions

Communicative Competence:

- Decide what is important, advisable, and/or necessary for a student to do in case of illness
- Indicate that it is advisable to do in case of some type of problem presenting itself
- Talk about the role of women and men

Grammatical Competence:

- Present subjunctive - second function: impersonal phrases (it is important that ...it is necessary that...)

23. Doubt and Possibility

Communicative Competence:

- Make predictions about the weather
- Talk about the possibility or doubt of getting help for your independent study project
- Express doubt or possibility in specific cases of the life of a student

Grammatical Competence:

- Present subjunctive - third function: doubt, possibility (I doubt that...I do not think...it is possible that..., etc.)

24. Emotion and Expression of Feelings

Communicative Competence:

- Express emotion when dealing with specific issues of host country history, host country reality and the current world (poverty, street children, economic, social and political situation, etc.)
- Express emotions when dealing with emotional issues

Grammatical Competence:

- Present subjunctive - fourth function: emotion (it is a pity that...what a pity that...hopefully..., etc.)

25. Emotion and Expression of Past Feelings

Communicative Competence:

- Express past feelings
- Express emotion by touching specific points in the history of the host country and the world

Grammatical Competence:

- Perfect present of the subjunctive - Structure: *haya* + past participle

26. Daily Personal Activities

Communicative Competence:

- Indicate the characteristics of the house in which one wants to live
- Indicate the characteristics of one's ideal partner
- Indicate the characteristics of an ideal world
- Indicate characteristics of work that the student wants

Grammatical Competence:

- Present subjunctive - fifth function: indefinite background (I look for / I want / I need a house that...)
- 27. Indefinite Future Situations**
- Communicative Competence:**
- Express indefinite future actions in different situations of real life
- Grammatical Competence:**
- Present subjunctive with adverbial clauses: After...when...so that..., etc.
- 28. Attendance at Conferences, Meetings and Talks**
- Communicative Competence:**
- Interact in conferences, meetings and debates
 - Give opinions, points of view and defend them
 - Show agreement or disagreement, give reasons and propose solutions
- Grammatical Competence:**
- Connectors, introductory phrases (In my opinion, from my point of view, to start, etc.)
- 29. The Relationship of Ideas and Giving Opinions**
- Communicative Competence:**
- Talk about topics of labor and social interest using relative pronouns
 - Give general opinions based on statements made and received
- Grammatical Competence:**
- Relative Pronouns: *QUE, LO QUE, QUIEN*
 - Structure: *LO* + singular masculine adjective
- 30. Unintentional Actions**
- Communicative Competence:**
- Talk about intentional actions
- Grammatical Competence:**
- Reflexive for unexpected events (reflexive pronoun + person involved + verb = + subject) eg. I forgot the notebook
 - *Se me, te, le, nos, les* + verb
 - Verbs: *caer, olvidar, perder, quemar*, etc.
- 31. Hypothetical Situations in the Present**
- Communicative Competence:**
- Say what you do in different hypothetical situations in the present: if you eat a lot, if you miss an appointment, class, talk, meeting, if you do not eat well, etc.
- Grammatical Competence:**
- Clause with real situations
 - Clause if + present simple + present simple
- 32. Hypothetical Situations in the Future**
- Communicative Competence:**
- Talk about what one would do in different hypothetical situations in the future: on vacations, trips, accidents, work strikes, civic strikes, fights, losses, robberies, etc.
 - Provide possible solutions to social, political, and economic problems
- Grammatical Competence:**
- Review of the simple conditional tense
 - Clause with unreal situations
 - Clause yes + subjunctive past + simple conditional
- 33. Hypothetical Situations in the Past**
- Communicative Competence:**
- Talk about what one would have done in different hypothetical situations in real life, for example in case of not having come to the host country
 - Talk about changes that would have occurred in the world or in society for different reasons
- Grammatical Competence:**
- Clauses with hypothetical situations of the past
 - Clause yes + subjunctive past compound + conditional compound

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Week 1	Introduction to the Course, Overview of the Syllabus, & Assessing Student Spanish Language Levels	<ul style="list-style-type: none"> Review and practice refresher Spanish language materials Scavenger hunt, with a focus on utilizing vocabulary and expressions from the refresher Spanish language materials. Spanish lunches Individual assessments of language abilities 	<ul style="list-style-type: none"> Spanish Baseline Assessment: Due Date TBD
Week 2	Functional Spanish	<ul style="list-style-type: none"> Vocabulary, grammar, and activities focused on making oneself understood in various situations and communities Scavenger hunt 	<ul style="list-style-type: none"> Homestay Family Tree: Due Date TBD
Weeks 3- 6	Intensive Spanish Instruction	<ul style="list-style-type: none"> Intensive Spanish instruction in small groups. Vocabulary, grammar, and activities pulled from curriculum topics. Activities focused on using language in daily interactions with homestay family and for use with Independent Study Projects 	<ul style="list-style-type: none"> Daily worksheets/text book activities: Due Date TBD Reader Digests: Due Date TBD Midcourse Examination: Due Date TBD Presentation of Independent Study Topics in Spanish: Due Date TBD Weekly Quizzes
Week 7 & 8	Using Spanish to Understand Context	<ul style="list-style-type: none"> Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week. 	<ul style="list-style-type: none"> Worksheets/text book activities: Due Date TBD
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Grading & Attendance

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C	74-76	2.0
C-	70-73	1.7
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D	64-66	1.0
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Course Syllabus

SPAN 350: Spanish III

(Spanish Language 350)

Course Information

Credit Hours: 4 credit hours, 60 contact hours

Program Location: *Varies based on program location: Bolivia, Guatemala, or Peru*

Faculty of Record: TBD

Email: TBD

Course Description

This course is designed to develop advanced skills in the Spanish 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 Spanish 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 Spanish 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

- HarperCollins Spanish-English Dictionary

- English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish, Spinelli

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 Spanish language.
- 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 Spanish language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Spanish 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
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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.

Spanish III Curriculum Topics

1. The Host Country Family

Communicative Competence:

- Differentiate between a rural and urban family, expressed in their roles.
- Identify the paternalistic attitude of the family in relation to the children and their activities
- Analyze machismo and feminism in family roles
- Change of roles, responsibilities

Grammatical Competence:

- Review of the present, present perfect, and past

2. Transportation And Personal Security In Transportation

Communicative Competence:

- Transport from the community to the city and vice versa in public transport (Taxi, micro, trufi, taxi-trufi, etc.)
- Differentiate the types of transportation: local, interprovincial, interdepartmental, and corresponding rates and schedules
- Taking the necessary precautions in public transport, during the day and late at night

Grammatical Competence:

- Common transportation expressions
- Ser vs. Estar

3. Purchases

Communicative Competence:

- Differentiate between neighborhood stores, popular markets and supermarkets
- Bargain and ask for yapa
- Become familiar with different systems of local weights and measurements
- Recognize the possible dangers in popular markets

Grammatical Competence:

- Phrases and expressions related to purchases
- Reflexive verbs and their different uses

4. Customs At The Table, Types Of Food And Restaurants**Communicative Competence:**

- Use of appropriate forms of rejection and acceptance of foods and beverages at home and in the community
- Become familiar with the host country diet, some typical foods in contrast to the food of other countries, typical customs during the meal according to the social setting (community, group, family)
- Put into practice a culinary activity
- Ask for a meal, make complaints if necessary in a restaurant taking into account host country customs
- Differentiate types of restaurants and tips

Grammatical Competence:

- Appropriate use of common expressions at the table
- Review of the present progressive
- Uses of the gerund

5. The History of Host Country And The United States**Communicative Competence:**

- Differentiate the history of host country in its different historical periods to the present: pre-Colombian culture, colonial period, republica
- Compare with the history of your country

Grammatical Competence:

- Review of the Preterite vs. Imperfect

6. Gender**Communicative Competence:**

- Identify gender types
- Feminism and machismo
- Types of gender-based violence

Grammatical Competence:

- Review of direct and indirect object pronouns

7. Art In The Streets**Communicative Competence:**

- Discuss different expressions of communication/protest in the streets
- Discuss the reasons for these kinds of demonstrations

Grammatical Competence:

- Relative Pronouns

8. Social Networks**Communicative Competence:**

- Talk about the importance and influence of social networks in society
- Credibility of what is published

Grammatical Competence:

- Connectors

9. Holidays, Civic Dates And Celebrations**Communicative Competence:**

- Talk about festivities in your country
- Give and ask for information about important dates in host country
- Find out about family and public celebrations such as: Carnival, All Saints, etc.
- Find out about national, international, religious, labor and civic holidays

Grammatical Competence:

- Vocabulary of the subject
- Passive voice
- Uses of the "SE"

10. Youth

Communicative Competence:

- Analyze aspects of education - professionalization - aspirations - dangers - alcoholism - drug addiction - sex

Grammatical Competence:

- Simple future tense
- Compounded future tense

11. The Political And Administrative Organization Of Host Country

Communicative Competence:

- The three powers of the State
- Research how the political and development institutions of the country, such as the governorships and city halls, work
- Compare the political institutions of host country with your country

Grammatical Competence:

- Review of the present subjunctive and the present perfect subjunctive

12. New Host Country Laws

Communicative Competence:

- Discuss modern host country laws: Health, Education, Discrimination and Pension Laws
- Comment on the different government bonus programs

Grammatical Competence:

- Review of the subjunctive imperfect

13. Andean Cosmvision.

Communicative Competence:

- Understand the meaning of the Pachamama in Andean culture, different host country traditions, beliefs and customs.

Grammatical Competence:

- Achievable hypothesis
- Hypothesis contrary to reality

14. Food And Health

Communicative Competence:

- Learn about nutrition, child malnutrition and eating disorders

Grammatical Competence:

- Health vocabulary
- Verbs such as doler, gustar, etc.

15. The Environment

Communicative Competence:

- Analyze forest conservation, pollution, erosion and ecological tiers in the Andes
- Deforestation, climate change and its impact on the environment, technology, local issues/conflicts
- Influence of ethnic groups on environmental conservation
- Alternative energies

Grammatical Competence:

- Hypotheses contrary to reality - past tense

16. Structures Of Host Country

Communicative Competence:

- Social classes, location, social mobility
- Socio-economic structure of the country

17. Cultural Differences

Communicative Competence:

- Compare stereotypes and forms of nonverbal communication

- Compare bureaucratic systems and corruption in public institutions in host country and the United States

Grammatical Competence:

- Idioms and local expressions

18. Andes/ Host Country Folklore

Communicative Competence:

- Research local music traditions and dances
- Talk about traditional clothing
- Comment on musical instruments

Grammatical Competence:

- Idioms and local expressions

19. Various Expressions Of Art

Communicative Competence:

- Talk about theaters, sculpture, shows, poetry, crafts, music, textiles

Grammatical Competence:

- Idioms and local expressions

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