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 its 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Active participation in all lectures, field studies, reading assignments, discussions, and other course activities</td>
<td>15%</td>
<td>Continuous</td>
</tr>
<tr>
<td>2</td>
<td>Peer-sharing activities</td>
<td>15%</td>
<td>Continuous</td>
</tr>
<tr>
<td>3</td>
<td>Group Projects</td>
<td>15%</td>
<td>6 x over course</td>
</tr>
<tr>
<td>4</td>
<td>Journals</td>
<td>20%</td>
<td>Continuous</td>
</tr>
<tr>
<td>5</td>
<td>Midterm Reflection</td>
<td>5%</td>
<td>Sept. 28</td>
</tr>
<tr>
<td>6</td>
<td>Final Project Proposal</td>
<td>5%</td>
<td>Sept. 25 (tentative)</td>
</tr>
<tr>
<td>7</td>
<td>Final Project</td>
<td>20%</td>
<td>October 16</td>
</tr>
<tr>
<td>8</td>
<td>Final Project Presentation</td>
<td>5%</td>
<td>October 16</td>
</tr>
</tbody>
</table>
### Description of Evaluation Areas

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Description/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Peer Sharing Activities</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Group Projects</td>
<td>Six (6) in-class group activities will explore themes of resource use, development, and social conflict. Topics will relate to class discussions and reading.</td>
</tr>
<tr>
<td>4</td>
<td>Journaling</td>
<td>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-Bulletin with author permission. Journal entries are designed to reflect upon and link class material with personal observations and experiences.</td>
</tr>
<tr>
<td>5</td>
<td>Midterm Reflection</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>Final Project Proposal</td>
<td>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.</td>
</tr>
</tbody>
</table>
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:


Week 2:


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


Week 3:


Week 4:


**Week 5:**


Other Suggested Readings:

### 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.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity, Cosmology, Nature</td>
<td>12-Sep</td>
<td>Course Introductions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>13-Sep</td>
<td>Indigenous Identity, Cosmology, Cultural Appropriation</td>
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<tr>
<td></td>
<td>14-Sep*</td>
<td>Field Trip to Pisac</td>
<td>Bring Class Journals</td>
<td></td>
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<tr>
<td></td>
<td>16-Sep</td>
<td>Water, Water Management, Climate Change, and cosmology</td>
<td>Group Project</td>
<td></td>
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<tr>
<td></td>
<td>17-Sep</td>
<td>Cultural Knowledge, Cultural Memory, Understanding Biodiversity</td>
<td>Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>19-Sep</td>
<td>Cultural Knowledge, Traditional Agriculture</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>20-Sep</td>
<td>Food and identity</td>
<td>Group Project</td>
<td></td>
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<tr>
<td>23-Sep</td>
<td>Potatoes, Quinoa, Plantains, Yuca, Corn</td>
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<tr>
<td>24-Sep</td>
<td>Food and economy (Food as status, ‘Cuisine’ as an export)</td>
<td>Project Proposal</td>
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<tr>
<td>25-Sep</td>
<td>* Individual Project Proposal Review and meetings</td>
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<tr>
<td>26-Sep</td>
<td>Landscape management and environmental threats in the Andes</td>
<td>Journals</td>
<td></td>
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<tr>
<td>27-Sep</td>
<td>Landscape management and environmental threats in the Amazon</td>
<td>Midterm Reflection</td>
<td></td>
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<tr>
<td>30-Sep</td>
<td>Climate Change</td>
<td>Group Project</td>
<td></td>
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<tr>
<td>1-Oct</td>
<td>Conservation and sustainable development</td>
<td>Possible Field Trip to Moray/Maras</td>
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<tr>
<td>3-Oct</td>
<td>Relationship between ecological knowledge and indigenous language</td>
<td>Group Project</td>
<td></td>
<td></td>
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<tr>
<td>4-Oct</td>
<td>Family healthcare, language, and gender</td>
<td>Journals</td>
<td></td>
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<tr>
<td>7-Oct</td>
<td>Child-sharing and kinship</td>
<td>Group Project</td>
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<tr>
<td>8-Oct</td>
<td>Intro to Indigenous cosmologies and language/global understanding</td>
<td>Journals</td>
<td></td>
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<tr>
<td>10-Oct</td>
<td>Economic Development and Colonization</td>
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<tr>
<td>11-Oct</td>
<td>Indigenous resistance and Identity</td>
<td>Group Project</td>
<td></td>
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<tr>
<td>14-Oct</td>
<td>Wrapping up</td>
<td>Journals, Final Projects</td>
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<tr>
<td>15-Oct</td>
<td>Final Presentations</td>
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</tbody>
</table>

**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**

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

**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

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

## 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.

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Description/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Assignments &amp; Homework</td>
<td>Completion of all assignments and homework, including response papers, and full participation in leading/facilitating discussions and other class time.</td>
</tr>
<tr>
<td>3</td>
<td>ISP Journal</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Project Proposal</td>
<td>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).</td>
</tr>
<tr>
<td>5</td>
<td>Project Plan Outline</td>
<td>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).</td>
</tr>
</tbody>
</table>
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.

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.

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.

**Required Readings**


- Select readings from “Research Methods in Anthropology: Qualitative and Quantitative Approaches” (6th edition) by Russell H. Bernard. 2017. AltaMira Press,

- Select readings from “Qualitative Research Methods: A Data Collector’s Field Guide” by Natasha Mack, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey. 2005. FHI,


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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.
Higher Education, 19
https://www.insidehighered.com/advice/2010/07/19/writing-thinking


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

**Recommended Writing Guide:** http://libguides.usc.edu/writingguide/purpose
**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.

<table>
<thead>
<tr>
<th>Week(s) of Program</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| TBD                | Introduction to Course |  | • Introduce ISP syllabus, schedule of course, and expectations  
• Explore and review potential ISP topics and brainstorm individual interests |  |
• 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 of Anthropology, Harvard University, by Smita Lahiri, Lilith Mahmud, and James Herron [42 pages] | • Review sections in the Appendix of this syllabus related to choosing an ISP topic  
• Meet with faculty to discuss possible ISP options and resources available | • Submission of 3-5 individual possible projects/topics/ques tions 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 potential benefits and challenges of social research. What can it teach us and where are its limitations?  
• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations. |
| TBD                | Unit 2: Introduction to Ethical Research Guidelines | • 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: | • Non-graded quiz on Protecting Human Research Participants |  
• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.  
• Reviewing previous submissions of |
| Unit 3: Designing a Project Proposal | The Ethics and Politics of Social Research [28 pages]  
- 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. |
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<tbody>
<tr>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
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<tr>
<td></td>
<td><strong>Unit 4: Research Methods &amp; Best Practices</strong></td>
</tr>
</tbody>
</table>
|                               | **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. Inidan University Libraries [1 page]  
- Hung and Popp: “How to frame a researchable question” [7 pages]  
- Guide for Writing in Anthropology, Southwestern University, by Dr. Melissa Johnson [6 pages]  
- Pairs or small group sharing of draft Project Proposals to elicit comments and suggestions  
- Meet with faculty to discuss Project Outline  
- Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.  
- Maintain ISP Journal  
- Complete Project Proposal |
| TBD  | Unit 5: Independent Data Gathering / Learning | • Rockquemore, "Writing IS Thinking." Inside Higher Education. [2 pages]  
• Self-identified readings that support research topic | • Self-identified activities as required by individual research projects  
• Weekly check-in with faculty member to update on progress  
• Maintain ISP Journal |
| TBD  | Unit 6: Independent Data Analysis and Reflection | • Self-identified readings that support research topic | • Self-identified activities as required by individual research projects  
• Meet with faculty to discuss project progression  
• Weekly check-in with faculty member to update on progress  
• Maintain ISP Journal |
| TBD  | Unit 7: ISP Wrap-Up | • Self-identified readings that support research topic | • Self-identified activities as required by individual research projects  
• Meet with faculty to discuss project progression  
• 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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Corresponding Percentage Points</th>
<th>Numerical Equivalents</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>60 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**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.

Research Topic
Clearly state your research topic.

Research Question
What is your primary research question?

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?

Back Up
Do you have a second-choice of ISP topic that you would like to pursue?
Project Outline

Use the below format to write your ISP Project Outline.

Project Topic and Goals Statement
Based on any feedback you received, further refine your project topic, question, and goals.

Methodology
What are your proposed methods of investigating this topic? In other words, how will you 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?

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 you will engage with as part of this ISP.

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.

Potential Challenges
What barriers could potentially hinder you from accomplishing your ISP goals? What is your plan for overcoming those challenges?

Ethical Considerations
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 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 personal 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 Institutional Review Board (see Academic Policies for more information related to the IRB Review Process).*
ISP Journal Example
This is what 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Location of Activity</th>
<th>Hours</th>
<th>Description of Activity</th>
<th>Notes on Success/Challenge of Activity</th>
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**TOTAL HOURS**

### Contact Log

<table>
<thead>
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<th>Name of Contact</th>
<th>Contact Details/Location</th>
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### Interview Log

<table>
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<th>Name of Interviewee</th>
<th>Contact Details/Location</th>
<th>Notes from Interview</th>
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<tr>
<td>Date</td>
<td>Observations/Reflections</td>
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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 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 as well as the nuances of “expedition behavior.”
- 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation in all discussions, reading assignments, lectures, classes, field studies, and other course activities</td>
<td>20%</td>
<td>On-Going</td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>25%</td>
<td>On-Going</td>
</tr>
<tr>
<td>3</td>
<td>Leadership Activities</td>
<td>15%</td>
<td>On-Going</td>
</tr>
<tr>
<td>4</td>
<td>Group Feedback &amp; Self-Evaluations</td>
<td>15%</td>
<td>On-Going (Specific Dates TBD)</td>
</tr>
<tr>
<td>5</td>
<td>Final Projects:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Individual presentation of host country-specific development topic</td>
<td>25%</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>2. Student group facilitation of transference activity or discussion and final ritual or ceremony</td>
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## Description of Evaluation Areas

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Description/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>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).</td>
</tr>
<tr>
<td>3</td>
<td>Leadership Activities</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Group Feedback &amp; Self-Evaluations</td>
<td>Full participation in group feedback sessions (debriefs) of all student-led expeditions and excursions (3%), weekly or bi-weekly feedback sessions intended to improve group function (including individual leadership and student group roles) (3%), and in tri-semester individual feedback/check-ins with faculty and group feedback sessions (Program-Start 3%, Mid-Program 3%, Program-End 3%).</td>
</tr>
<tr>
<td>5</td>
<td>Final Projects</td>
<td>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 research should include at least 12 sources (can include articles, books, documentaries, interviews, photojournalism, etc.) (7.5%).</td>
</tr>
</tbody>
</table>
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%).

Required Readings

Some readings and assignments presented in this syllabus pertain to Buddhism and Daoism. Some programs will have a different focus based on the religious and spiritual practices in the host culture.

- Expedition Behavior... The Finer Points by Howard Tomb [3 pages]
- I Can Sleep Through A Storm by Mitch Albom [2 pages]
- The Ethnosphere and the Academy, Dr. Wade Davis [17 pages]
- Body Ritual among the Nacirema, Horace Miner [5 pages]
- The Spirit Catches You and You Fall Down, Anne Fadiman (Chapter 1) [7 pages]
- The Shamanic View of Mental Illness, Stephanie Marohn with Malidoma Some [7 pages]
- Yali’s Question (From Jared Diamond’s Guns Germs and Steel) [7 pages]
- The Illusion of Scarcity, Charles Eisenstein [18 pages]
- To Have or To Be, Erich Fromm [4 pages]
- The Gospel of Consumption by Jeffrey Kaplan [10 pages]
- How Much Should A Person Consume? by Ramachandra Guha [20 pages]
- Radical American Environmentalism and Wilderness Preservation: A Third World Critique by Ramachandra Guha [7 pages]
- An Anthropology of Structural Violence, Paul Farmer [22 pages]

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• Small is Beautiful - Economics as if People Mattered (From Buddhist Economics) by E.F. Schumacher [17 pages]
• Finding Enough - William Powers [7 pages]
• Homelessness in the ‘Global Village’ by Vananda Shiva [6 pages]
• To Hell with Good Intentions by Ivan Illich [5 pages]
• The Three Turnings of The Wheel of Dharma by Jay L. Garfield [19 pages]
• Turn Your Thinking Upside Down by Pema Chödrön, from Practicing Peace in Times of War [6 pages]
• Beginning Anew by Thích Nhất Hạnh [2 pages]
• The Four Immeasurable Minds by Thích Nhất Hạnh, from Teachings on Love [4 pages]
• Buddhism and the New Age by Vishvapani [8 pages]
• The Tao of Pooh by Benjamin Hoff (a copy will be provided separately by the instructor – not included in the course reader) [174 pages]
• How Millennials Became The Burnout Generation by Anne Petersen
• (Optional) Buddhacarita by Asvaghosa (trans. E.H. Johnston, Motilal Banarsidass)
• (Optional) Essence of the Heart Sutra, Introduction, The Dalai Lama
• (Optional) Selections from The Art of Happiness by: His Holiness the Dalai Lama
• (Optional) Siddhartha, by Herman Hesse. New York; Bantam Books, 1951.
• (Optional) Tao Te Ching by Lau-tzu
• (Optional) Chuang-tzu, Basic Writings (trans. Burton Watson)
• (Optional) Introducing Daoism by Livia Kohn

Required Videos
  • The Danger of a Single Story Ted Talk by Chimamanda Adichie
  • Story of Stuff (Annie Leonard)
  • Life is Easy. Why Do We Make It So Hard? | Jon Jandai | TEDxDoiSuthep
  • Bending the Arc (2017)
  • Poverty Inc.
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 Ethnosphere and the Academy, Dr. Wade Davis
- Body Ritual among the Nacirema, Horace Miner
- 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 Some
● The Values Americans Live By, Robert Kohls
● 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
● 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)
● First student planned expedition and debrief in KTM/Patan (date TBD)

Week 4
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?

Readings
● Yali’s Question (From Jared Diamond’s Guns Germs and Steel)
● The Illusion of Scarcity, Charles Eisenstein
● To Have or To Be, Erich Fromm
● The Gospel of Consumption by Jeffrey Kaplan
● Story of Stuff (Annie Leonard video)
● How Much Should A Person Consume? by Ramachandra Guha

Activities
● World trade game
● Unequal access activity
● Anonymous wealth equality activity and discussion
● The Why-Why-Why game (PEPY Development Reader)

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).

**Week 5**  
**Topic:**
- Unit 2: Experience and Practicing Phase
- Continuation of what is development? Problematizing and contextualizing development
- Continuation of how development looks different depending on culture, values, and context

**Readings**
- Radical American Environmentalism and Wilderness Preservation: A Third World Critique by Ramachandra Guha
- An Anthropology of Structural Violence, Paul Farmer
- 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
- To Hell with Good Intentions by Ivan Illich

**Activities**
- Lesson: introduction to economics
- Service lesson based on the book Learning Service: The Essential Guide to Volunteering Abroad
- Problem Tree, Solution Tree, Enquiry Tree (PEPY Development Reader)

**Assignments and Due Dates**
- 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
- Student planned expedition and debrief (date TBD)
- Response Paper #3 on this week’s readings (description and date TBD)

**Week 6**  
**Topic:**
- Unit 3: Expedition and Transference Phase
- **Buddhism:** what does a good life mean? What do we need to be happy? How do we keep to our values in our modern, extremely complex and inter-connected world?
- 10 contact hours

**Readings**
- The Three Turnings of The Wheel of Dharma by Jay L. Garfield
- Turn Your Thinking Upside Down by Pema Chödrön, from Practicing Peace in Times of War
- Beginning Anew by Thích Nhất Hạnh
- The Four Immeasurable Minds by Thích Nhất Hạnh, from Teachings on Love
- Buddhism and the New Age by Vishvapani
- (Optional) Siddhartha, by Herman Hesse. New York; Bantam Books, 1951
- (Optional) Buddhacarita by Asvaghosa (trans. E.H. Johnston, Motilal Banarsidass)
• (Optional) Essence of the Heart Sutra, Introduction, The Dalai Lama
• (Optional) Selections from The Art of Happiness by: His Holiness the Dalai Lama

Activities
• Introducing Buddhism lesson
• The Development Compass Rose Activity (PEPY Development Reader) for Buddhist ethics

Assignments and Due Dates
• Student planned expedition and debrief (date TBD)
• Individual Response Paper #4 on what we know or think we know about Buddhism as if we are teaching others about it (3 pages) (date TBD)

Weeks 7
Topic:
• Unit 3: Expedition and Transference Phase
• Daoism: How does we makes choices about how to live? How does one discover what one really wants and needs in life?
• 10 contact hours

Readings
• The Tao of Pooh by Benjamin Hoff (a copy will be provided separately by the instructor – not included in course reader)
• Life is Easy. Why Do We Make It So Hard? | Jon Jandai | TEDxDoiSuthep
• Hansen, Chad, "Daoism", The Stanford Encyclopedia of Philosophy (Spring 2017 Edition), Edward N. Zalta (ed.)
• (Optional) Tao Te Ching by Lau-tzu any translation
• (Optional) Chuang-tzu, Basic Writings (trans. Burton Watson) or any translation
• (Optional) Introducing Daoism by Livia Kohn

Activities
• Introducing Daoism lesson
• Mid-program self and program evaluation

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

Week 11 or 15 (Varies)
Topic:
• Unit 3: Expedition and Transference Phase

Readings
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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Corresponding Percentage Points</th>
<th>Numerical Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>84-86</td>
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</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>74-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>60 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>
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 Information
Credit Hours: 4 credit hours, 60 contact hours
Program Location: All College Study Abroad locations
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)
- **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

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

### 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.

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Description/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 2 (a & b) | “Who am I?” Paper & Discussion | Use the series of questions 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.  
Questions to reflect upon:  
I. Background  
Describe yourself in terms of basic demographics (e.g., age, gender, race, ethnicity, birth order, etc.). Consider:  
- 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.)?  
- 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?  

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1 Questions based on “Cultural Being” developed by [http://www.genesislight.com/].
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?

II. Group Awareness
Describe your earliest recollection of learning your gender and race or ethnicity. Consider:
- 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?

III. Social Awareness
Describe your earliest recollections of learning that people were “different.” Consider:
- 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.

IV. Encounters
Describe your early intercultural encounters. Consider:
- How much racial and/or ethnic diversity did you have in your hometown?
- (For US-students) What is the general perception surrounding African Americans, Asians, Native Americans, Latinos/Hispanics, and people from outside of the United States in your home town? (For non-US-students) What is the general perception of immigrants or people of different ethnic backgrounds in your hometown? Did your immediate family share these views?
- What is the general perception on White people 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 a person with a disability?

V. Present Views
Describe any significant relationship that you have with an individual outside of your own race or ethnicity. Consider:
- 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?

Finally, what can you learn about yourself through this self-reflection essay?
experience. This assignment expects that you will further develop self-reflexivity (that is, to have 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.

Instructions:
- 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.
  - 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?

<table>
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<tr>
<th>4</th>
<th>Interaction Analysis</th>
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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? 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.

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.

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](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.

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:
- 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.

Make sure to include the following 3 components in your essay:
1. Attempt to analyze what happened during the course of the interaction.
   - 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.
   - What insights or new information did you gain from this interview?

3. Reflect upon what you learned about yourself in this situation.
   - Did you feel you reacted appropriately?
   - Would have done something differently if you had the chance?

<table>
<thead>
<tr>
<th>5</th>
<th>Cultural Identity Visual Presentation</th>
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<tbody>
<tr>
<td></td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Pie Chart" /></td>
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<tr>
<td></td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>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.)</td>
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<tr>
<td></td>
<td>2. How do you emphasize or downplay parts of your identity in different contexts?</td>
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<tr>
<td></td>
<td>3. Do you “have” an identity?</td>
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<tr>
<td></td>
<td>4. What role do other people play in the way you have defined yourself?</td>
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<tr>
<td></td>
<td>Listening deeply to your peers is part of your grade for this discussion. Help them do deeper by asking critical questions like:</td>
</tr>
<tr>
<td></td>
<td>- How...</td>
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<td></td>
<td>- I wonder...</td>
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<td>- Have you ever examined the intersection of...</td>
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<td></td>
<td>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.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>6</th>
<th>Cultural Phenomenon Final Paper</th>
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<tbody>
<tr>
<td></td>
<td>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 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? 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:</td>
</tr>
<tr>
<td></td>
<td>Background (1 page)</td>
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<tr>
<td></td>
<td>- An introduction of the host community where the cultural phenomenon exists. Sources must be referenced.</td>
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<tr>
<td></td>
<td>- Short description of the cultural phenomenon you are exploring including any symbols associated with it and/or language used to describe it.</td>
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</tbody>
</table>
Theoretical Perspective (1 page)
- 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.

Methods (1 page)
- 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.

Research Findings (3 pages)
- 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.

Personal Reflection of Complete Process (3 pages)
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:
- How has your research 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 Developmental Model of Intercultural Sensitivity. 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?
Required Readings

Textbook:

Articles:
Intercultural Development Research. Retrieved from:

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).


Research, 5(4), 109-118

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.


Intercultural Conflict Style Model and Inventory. In M. A. Moodian (Ed.),
Contemporary Leadership and Intercultural Competence: Exploring the
Publications, Inc. [21 pages]

Online Readings in Psychology and Culture. 2(1), 3-23

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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The Other and Othering:
### 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).

<table>
<thead>
<tr>
<th>Week of Program</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Program</td>
<td></td>
<td>Textbook- Ch 1, 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Textbook- Ch 1, 2 &amp; 3</td>
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<td></td>
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<tr>
<td>2</td>
<td></td>
<td>Textbook- Ch 1, 2 &amp; 3</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Roots of Intercultural Communication</td>
<td>Textbook- Ch 5 Bennett (2016); Bennett (1993);</td>
<td></td>
<td>&quot;Who Am I?&quot; Paper</td>
</tr>
<tr>
<td></td>
<td>● Cultural and linguistic relativity</td>
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<tr>
<td></td>
<td>● Bennett’s Development Model of Intercultural Sensitivity</td>
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<td></td>
<td>● Self-reflexivity</td>
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<td></td>
<td>● Iceberg Model of Culture</td>
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<td></td>
<td>● Ethnocentrism</td>
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<td></td>
<td>● Approaches to Cultural Competence</td>
<td></td>
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<tr>
<td>4</td>
<td>Interaction Analysis</td>
<td>Textbook- Review Ch 2 again &amp; read Ch 4 Hall (1998); Hofstede (2011); Ling (2016);</td>
<td></td>
<td>&quot;Participant Observation&quot; Paper</td>
</tr>
<tr>
<td></td>
<td>● Expectation Violation Theory</td>
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<td></td>
<td>● Culture Shock</td>
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<tr>
<td></td>
<td>● D/I/E Model</td>
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<tr>
<td></td>
<td>● SPEAKING Model of Participant Observation</td>
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<tr>
<td></td>
<td>● Hofstede’s Dimensions of Culture</td>
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<tr>
<td></td>
<td>● Interaction Analysis</td>
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<tr>
<td>5</td>
<td>Intercultural Conflict</td>
<td>Textbook- Ch 8 Hammer (2008); Nam &amp; Condon (2010)</td>
<td>Complete Intercultural Conflict Styles Inventory ©</td>
<td>&quot;Interaction Analysis&quot; Paper</td>
</tr>
<tr>
<td></td>
<td>● Hammer’s Intercultural Conflict Styles</td>
<td></td>
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<tr>
<td></td>
<td>● “Something’s Up Moment” &amp; Personal Leadership</td>
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<td></td>
<td>● Third Cultures</td>
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<td></td>
<td>● Neuroscience of conflict</td>
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<tr>
<td>6</td>
<td>Identity &amp; The Other</td>
<td>Textbook- Ch 4 &amp; 6 Chen (2009)</td>
<td></td>
<td>&quot;Cultural Identity Visual&quot; Presentation</td>
</tr>
<tr>
<td></td>
<td>● Power and Privilege</td>
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<tr>
<td></td>
<td>● Dialectic Approach to Culture</td>
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<td></td>
<td>● Avowel &amp; Ascription</td>
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<tr>
<td></td>
<td>● Social Identity Theory</td>
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</tr>
<tr>
<td>7</td>
<td>Black &amp; White Thinking</td>
<td>Textbook- Ch 7 McIntosh (1998); Johnson, Rich &amp; Cargile (2008); The Other &amp; Othering; Frethiem (2016); powell, j. &amp; Menendi, S (2016)</td>
<td></td>
<td>&quot;Cultural Phenomenon&quot; Final Paper</td>
</tr>
<tr>
<td></td>
<td>● Whiteness</td>
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<td>● Othering</td>
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<td>● Media and Culture</td>
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<td>● Mindfulness</td>
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</tbody>
</table>


**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**

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<thead>
<tr>
<th>Letter Grade</th>
<th>Corresponding Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>74-76</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>70-73</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>60 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**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
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.
<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation in all lectures, field studies, reading assignments, discussions, and other course activities</td>
<td>20%</td>
<td>Continuous</td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>15%</td>
<td>TBD</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>15%</td>
<td>TBD</td>
</tr>
<tr>
<td>4</td>
<td>Mid-Course Oral and Written Exam</td>
<td>20%</td>
<td>TBD</td>
</tr>
<tr>
<td>5</td>
<td>Final Examination</td>
<td>20%</td>
<td>TBD</td>
</tr>
<tr>
<td>6</td>
<td>Final Oral Presentation</td>
<td>10%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Description of Evaluation Areas

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Description/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.</td>
</tr>
<tr>
<td>4</td>
<td>Mid-Course Oral and Written Exam</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>Final Examination</td>
<td>The written exam will cover grammar, sentence structure, and vocabulary.</td>
</tr>
<tr>
<td>6</td>
<td>Final Oral Presentation</td>
<td>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.</td>
</tr>
</tbody>
</table>
Required Readings

These readings will be provided by faculty on-site.

- The story of the Incas. Popular legend
- 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
   Communicative Competence:

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- 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.

<table>
<thead>
<tr>
<th>Weeks of program</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductio to the Course, Overview of the Syllabus, &amp; Assessing Student Spanish Language Levels</td>
<td>• Survival Spanish Language Sheets</td>
<td>• 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</td>
<td>• Spanish Baseline Assessment: Due Date TBD</td>
</tr>
<tr>
<td>Week 2</td>
<td>Functional Spanish</td>
<td>• La leyenda de la coca</td>
<td>• 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</td>
<td>• Homestay Family Tree: Due Date TBD</td>
</tr>
<tr>
<td>Weeks 3-6</td>
<td>Intensive Spanish Instruction</td>
<td>• Rituales de vida en la cosmovision andina. Greta Jimenez</td>
<td>• Intensive Spanish instruction in small groups. • Vocabulary, grammar, and activities focused on asking and giving</td>
<td>• Daily worksheets/textbook activities: Due Date TBD • Reader Digests: Due Date TBD</td>
</tr>
<tr>
<td>Week 7 &amp; 8</td>
<td>Using Spanish to Understand Context</td>
<td>Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week.</td>
<td>Worksheets/textbook activities: Due Date TBD</td>
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</tbody>
</table>
| Week 9 & 10 | Using Spanish for the Common Benefit | Practicing translation for group activities  
Organized Spanish lunches | Final Examination: Due Date TBD |
| Week 11 | Closing the Course | Practicing translation for group activities | Final Presentation: Due Date TBD |
Grading & Attendance
Late Work Policy
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Grading Scale

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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
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**

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation in all lectures, field studies, reading assignments, discussions, and other course activities</td>
<td>20%</td>
<td>Continuous</td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>15%</td>
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</tr>
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<td>4</td>
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<td>20%</td>
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</tr>
<tr>
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<td>20%</td>
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</tr>
<tr>
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**Description of Evaluation Areas**

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<th>Description/Instructions</th>
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<td>1</td>
<td>Participation</td>
<td>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.</td>
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<td>2</td>
<td>Assignments</td>
<td>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.</td>
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<td>Quizzes</td>
<td>There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.</td>
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<td>Mid-Course Oral and Written Exam</td>
<td>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.</td>
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<td>Final Examination</td>
<td>The written exam will cover grammar, sentence structure, and vocabulary.</td>
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<td>Final Oral Presentation</td>
<td>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.</td>
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</table>

**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)

3. **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
economically
    - 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
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

**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.

<table>
<thead>
<tr>
<th>Weeks of program</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| Week 1           | Introduction to the Course, Overview of the Syllabus, & Assessing Student Spanish Language Levels | • 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 | • Spanish Baseline Assessment: Due Date TBD |
| Week 2           | Functional Spanish | • Vocabulary, grammar, and activities focused on making oneself understood in various situations and communities  
• Scavenger hunt | • Homestay Family Tree: Due Date TBD |
| Weeks 3-6        | Intensive Spanish Instruction | • 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 | • 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 | • Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week. | • Worksheets/text book activities: Due Date TBD |
| Week 9 & 10      | Using Spanish for the Common Benefit | • Practicing translation for group activities | • Final Examination: Due 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

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SPAN 350: Spanish III
(Spanish Language 350)

Course Information
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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

<table>
<thead>
<tr>
<th>Number</th>
<th>Evaluation Area</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation in all lectures, field studies, reading assignments, discussions, and other course activities</td>
<td>20%</td>
<td>Continuous</td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>15%</td>
<td>TBD</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>15%</td>
<td>TBD</td>
</tr>
<tr>
<td>Number</td>
<td>Evaluation Area</td>
<td>Description/Instructions</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Participation</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assignments</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mid-Course Oral and Written Exam</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Final Examination</td>
<td>The written exam will cover grammar, sentence structure, and vocabulary.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Final Oral Presentation</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**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 Cosmovision.**

**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

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.

<table>
<thead>
<tr>
<th>Weeks of program</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Course, Overview of the Syllabus, &amp; Assessing Student Spanish Language Levels</td>
<td>● Review and practice refresher Spanish language materials</td>
<td>● Spanish Baseline Assessment: Due Date TBD</td>
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<td>● Scavenger hunt, with a focus on utilizing vocabulary and expressions from the refresher Spanish language materials.</td>
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<td></td>
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<td>● Spanish lunches</td>
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<tr>
<td></td>
<td></td>
<td>● Individual assessments of language abilities</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Functional Spanish</td>
<td>● Vocabulary, grammar, and activities focused on making oneself understood in various situations and communities</td>
<td>● Worksheets/text book activities: Due Date TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Scavenger hunt</td>
<td></td>
</tr>
<tr>
<td>Weeks 3-6</td>
<td>Intensive Spanish Instruction</td>
<td>● Intensive Spanish instruction in small groups.</td>
<td>● Daily worksheets/text book activities: Due Date TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Vocabulary, grammar, and activities pulled from curriculum topics.</td>
<td>● Reader Digests: Due Date TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Activities focused on using language in daily interactions</td>
<td>● Midcourse Examination: Due Date TBD</td>
</tr>
</tbody>
</table>

6
with homestay family and for use with Independent Study Projects

- Presentation of Independent Study Topics in Spanish: Due Date TBD
- Weekly Quizzes

| Week 7 & 8 | Using Spanish to Understand Context | Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week. | Worksheets/text book activities: Due Date TBD |
| Week 9 & 10 | Using Spanish for the Common Benefit | Practicing translation for group activities | Organized Spanish lunches | Final Examination: Due Date TBD |
| Week 11 | Closing the Course | Practicing translation for group activities | Final Presentation: Due 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**

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

**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.