



**Course Syllabus**  
**ASIA 330 / GLOS 330: Regional Seminar – Diversity in the**  
**Himalayas**  
(Asian Studies 330 / Global Studies 330)

**Course Information**

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

**Program Location:** Nepal

**Faculty of Record:** TBD

**Email:** TBD

**Phone:** TBD

**Course Description**

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

**Course Materials**

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

- <https://lhaseylotsawa.org/books/a-lamp-illuminating-the-path-to-liberation>  
)
- Additional readings assigned by faculty over the course of the program

### **Method of Instruction**

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

### **Outcomes**

#### **Student Learning Outcomes**

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

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

#### **Knowledge Outcomes**

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

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

#### **Skills Outcomes**

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

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

### **Evaluation Matrix**

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

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

### Description of Evaluation Areas

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

| Number | Evaluation Area        | Description/Instructions  |
|--------|------------------------|---|
| 1      | Active participation   | Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.  |
| 2      | Co-Facilitation        | Students will be responsible for coordinating and co-facilitating at least one formal lesson.   |
| 3      | Quizzes                | Quizzes are meant to give a medium for critical dialog and inquiry, not for reciting information. Students will have 5 quizzes on specific themes during the course.  |
| 4      | Essays & Journal       | Students are required to write 3 essays that will be posted on the Dragons' E- Bulletin. The aim is for these to be concise while also allowing space for students to present their comprehension of a reading, theme, or issue that is selected in consultation with faculty. Each essay should be 2 pages in length and reference at least 3 sources. Additionally, students will be given 4 journal prompts throughout the course. Each journal entry should be 1page long.  |
| 5      | Final Project Proposal | Together with faculty, students should identify one theme on which to prepare a final project, to be presented to the group and to additional invitees from the host community. The proposal should be a 1-page description of the theme and how you plan to examine and present findings.  |
| 6      | Final Project          | <p>Final Project – hard-copy product and verbal: The final project is the culmination of a student’s learning on this course and is a powerful, inspiring and engaging educational experience. It summarizes learning on particular topics and is designed to demonstrate a broad, multi-disciplinary understanding of the theme(s) being presented. It is meant to be an opportunity for students to synthesize the learning they experienced during the course.</p> <p>The hard-copy product can take a variety of forms. Three examples are listed below. If a student would like to suggest a different form, please work with faculty to determine appropriateness and parameters.</p> <ol style="list-style-type: none"> <li>1) Final paper. The final paper should be 10-12 pages in length and must include a minimum of 10 sources that are properly cited.</li> </ol> |

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

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

### Geography of Nepal

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

### History of Nepal

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

### Ethnicity and Caste

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

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

### Tibetan Refugees

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

### Buddhism and Meditation

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

### Hinduism

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

### Shamanism

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

### International Aid and Development

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

### Earthquake Response

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

### Climate Change

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

## Pollution and Waste

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

## Sustainable Agriculture

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

## Gender

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

## Labor and Trafficking

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

## Modern and Traditional Healthcare Systems

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

## Cultural Heritage

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

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

## **Additional Suggested Readings**

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

### **Politics**

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

### **Ethnicity**

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

### **Gender**

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

### **Education**

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

### **Labor and Trafficking**

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

### **International Aid**

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

### **Hinduism**

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

### **Traditional Medicine**

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

### **Buddhism**

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

### **Wildlife Conservation**

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

## Course Schedule

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

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

## **Grading & Attendance**

### **Late Work Policy**

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

### **Grading Scale**

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

### **Attendance and Participation Policy**

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

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

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

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

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

### **Accommodations for Disabilities**

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

### **Statement of Inclusivity**

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

### **Gender Pronoun**

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

### **Other Academic Policies**

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

## Daily Class Calendar (Sample)

| Date /Class / Unit   | Class Topics  | Readings  | Activities  | Assignments & Due Dates   |
|--|---|---|---|---|
| <u>Date TBD</u><br><u>Class 1</u><br><br>Dhulikhel   | Course Syllabus Review: Clarifying Objectives and Expectations, Personal Introductions, Discussing readings               | <ul style="list-style-type: none"> <li>• Course Syllabus</li> </ul>   | Students map out personal learning objectives & interests on board or paper.<br>-Students pick which later class topic from Feb 8 - March 8 they would like to Co-facilitate                            |   |
| <u>Date TBD</u><br><u>Class 2</u><br>Unit 1: Geography and History of Nepal<br>2:30 - 4:00pm<br><br>Dhulikhel                                  | Himalayan and Tibetan Geography, Regional Juxtaposition, Bio-climate, Bio-Diversity, Regional International Relations     | <ul style="list-style-type: none"> <li>• The Geography of Nepal</li> <li>• The Mountain Region</li> <li>• The Hill Region</li> <li>• The Terai Region</li> </ul>  | Drawing and Looking at Maps!<br><br>(Prep maps)   |   |
| <u>Date TBD</u><br><u>Class 3</u><br>Unit 1: Geography and History of Nepal<br><br>Dhulikhel, AM   | Overview of Classical Nepali Cultural and Political History: Connections with India, Tibet, China & Beyond                | <ul style="list-style-type: none"> <li>• "Nepalese History"</li> </ul>  | Interactive History of Nepal and Surrounding Countries<br>(print History Cards)   |   |
| <u>Date TBD</u><br><u>Class 4</u><br>Unit 1: Geography and History of Nepal & Unit II: Culture, Ethnicity, and Identity<br><br>Hasera Farm, PM | Agriculture in Nepal, Nepali Cuisine and Diet, Chemical Free Farming Movements in South Asia<br><br>www.organichasera.org | <ul style="list-style-type: none"> <li>• "Going organic in a growing culture"</li> <li>• "The GMO Debate"</li> </ul>  | <i>Tour of HASERA Permaculture Farm,</i><br><br><i>Talk, Discussion and Farm Tour by Govinda Sharma &amp; Mithu Sharma, co-founders of Hasera Farm.</i>   | <ul style="list-style-type: none"> <li>• Journal Prompt #1: Impressions of Nepal</li> </ul> |
| <u>Date TBD</u><br><u>Class 5</u><br>Unit 1: Geography and History of Nepal & Unit II1: Caste and Gender<br><br>Hasera Farm, AM                | Gender in Modern Nepal, Women's Issues, Menstruation, Chaupadi, Activism and Womens' Empowerment Projects,                | <ul style="list-style-type: none"> <li>• "A Girl Gets Her Period And Is Banished To The Shed"</li> <li>• "Nepal criminalizes isolation of menstruating women"</li> </ul>  | <i>Dharti Mata's Workshop for Reusable Menstruation Pads.</i><br><br><i>Talk and discussion by Claire Lin, founder of Dharti Mat.</i>   |   |
| <u>Date TBD</u><br><u>Class 6</u><br>Unit II: Culture, Ethnicity, and Identity<br><br>Hasera Farm, PM  | Chemical Free Farming and Permaculture in Nepal, the Permaculture Ethics and Principles                                   | <ul style="list-style-type: none"> <li>• "The Permaculture Principles" @ www.permacultureprinciples.com</li> </ul>  | <i>Hands on activities and instruction at Hasera Permaculture Farm</i>  |   |
| <u>Date TBD</u><br><u>Class 7</u><br>Unit II: Culture, Ethnicity, and Identity<br><br>Bhaktapur  | Regional Identities: the Newar of the Kathmandu Valley, Newari Art and Architecture                                       | <ul style="list-style-type: none"> <li>• <i>Hinduism and the Organization of a Traditional Newar City in Nepal</i>, Ch. 3 of Mesocosm</li> <li>• "Characteristics of Buddhist Culture of Nepal Mandala by Bajra Raj Shakya</li> </ul> | Walking Tour of old Bhaktapur, visit Bhaktapur Art Museum, National Art Museum, and Wood Carving Museum, Guest Tour Guide: Manohari Upadyaya, Director of the Association of Nepal and Himalaya Studies |   |

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

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

|   |   |  |  | Theme for Essay #2  |
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| <u>Date TBD</u><br><u>Class 20</u><br>Unit IV: Modern Social Issues   | Urban Restoration and Historical Conservation Efforts, Urbanization in Nepal, Rural vs Urban Tensions and Livelihood, Internal and International Migrations in Nepal, Foreign Remittance, NRI and PNO communities | <ul style="list-style-type: none"> <li>"The Brain Drain Conundrum"</li> <li>"Revealed: Qatar's World Cup 'slaves' "</li> </ul>   |  |   |
| <u>Date TBD</u><br><u>Class 21</u><br>Unit III: Caste and Gender &<br>Unit VII: Development: Modernization, Globalization, and Inequity                                 | Child Sex Trafficking in Nepal, NGOs and the White Savior Complex   | <ul style="list-style-type: none"> <li>"Nepal's migrant women easy targets for abuse?"</li> <li>"Nepal's Slave Girls"</li> </ul>   | Film: Sold   |   |
| <u>Date TBD</u><br><u>Class 22</u><br>Unit VII: Development: Modernization, Globalization, and Inequity   | The drawbacks of Voluntourism and Development   | <ul style="list-style-type: none"> <li>"Exploiting Nepal's Children"</li> <li>"Nepal earthquakes leave bitter legacy as children become quarry for traffickers"</li> </ul> | Guest Speaker Claire Bennett, Nirmana Nepal and WTBD Nepal   |   |
| <u>Date TBD</u><br><u>Class 23</u><br>Unit II1: Caste and Gender,<br>Unit VIII: Human Rights, Tibetan Refugees, and Social Movements &<br>Unit IV: Modern Social Issues | LGBTQ Activism and Third Gender Status in Nepal: Overview and Implications.   | <ul style="list-style-type: none"> <li>"Freedom Limited: The secret burdens of Nepali women"</li> <li>Additional readings TBA</li> </ul>                                   |  | <ul style="list-style-type: none"> <li>Complete Essay #2 focusing on one theme selected in consultation with faculty</li> <li>Meet with Michael to Select Writing Theme for Essay #3</li> </ul> |
| <u>Date TBD</u><br><u>Class 24</u><br>Unit V: Religion and Spirituality (Hinduism)<br><br><i>Full Moon (Purnima)</i>  | Pashupatinath Temple, Sangeet (South Asian Classical Music), and Funerary Rituals   | <ul style="list-style-type: none"> <li>"The Karmic Yogi and the Spiritual Retreater"</li> <li>"How are Indian Hindus different from Nepali Hindus"</li> </ul>              | Afternoon and Evening Excursion to Pashupatinath Full Moon Concert, Aarti Ceremony, and Observation of Cremation Rites |   |
| <u>Date TBD</u><br><u>Class 25</u><br>Unit V: Religion and Spirituality   | Overview of Popular Hindu Myths and Deities, & Hindu Ecology and Perspectives on the Natural World  | <ul style="list-style-type: none"> <li>Excerpts from "Myth = Mithra"</li> <li>"Water, Wood, and Wisdom"</li> <li>"Oh Babaji! Men of a Different Cloth"</li> </ul>          | Guest Lecture TBA  | <ul style="list-style-type: none"> <li>Quiz #4: Short presentations on a myth and character from Hindu Mythology</li> </ul>   |
| <u>Date TBD</u><br><u>Class 26</u><br>Unit V: Religion and Spirituality (Hinduism)  | Introduction to Ayurveda  | <ul style="list-style-type: none"> <li>"Introduction to Ayurveda"</li> <li>"83 Year Old Ayurveda Practitioner"</li> </ul>  | Dr. Sarita Shrestha  |   |

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|  |   | Promoting Traditional Treatment" <ul style="list-style-type: none"> <li>• "Ayurveda: A Brief Introduction and Guide"</li> </ul>  |  |   |
| <u>Date TBD</u><br><u>Class 27</u><br>Unit VII: Development: Modernization, Globalization, and Inequity                                    | Environmental Issues - Water and Solid Waste, Environmental and Ecological Issues - Air Pollution, Energy, Transportation, and Climate Change   | <ul style="list-style-type: none"> <li>• Bagmati River Story"</li> <li>• " For a cleaner environment"</li> <li>• Electric Rickshaws Give Nepal a Charge"</li> <li>• "Has air pollution made Kathmandu unliveable?"</li> </ul>                        |  | <ul style="list-style-type: none"> <li>• Final Project Proposal Due</li> <li>• Complete Essay #3 focusing on one theme selected in consultation with faculty</li> </ul> |
| <u>Date TBD</u><br><u>Class 28</u><br>Unit VI: Religion and Spirituality (Buddhism)<br><br>Maha Shivaratri Festival (Great Night of Shiva) | The Life Story of the Buddha, Siddhartha Gautama of the Shakya Clan, Overview of the Overall Tenets of Buddhist Philosophy: 3 Jewels, 4 Noble Truths, 3 Characteristics of Samsara, 4 Philosophical Seals | <ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 18-29"</li> <li>• "A Lamp" Chapter 6 &amp; 8</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Quiz #5</li> <li>• 1st Draft Project Paper Due</li> </ul>  |
| <u>Date TBD</u><br><u>Class 29</u><br>Unit VI: Religion and Spirituality (Buddhism)  | Overview of the Philosophical Tenet Systems of the Three Vehicles, Karma, 12 Links of Interdependent Origination, Historical Development of the Sangha and the Geographic Spread of Buddhism,             | <ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 45 - 53</li> <li>• "A Lamp", Chapter 9</li> </ul>  |  |   |
| <u>Date TBD</u><br><u>Class 30</u><br>Unit VI: Religion and Spirituality (Buddhism)<br><br><i>New Moon</i>                                 | The Mahayana: Compassion and Emptiness, and the Bodhisattva Attitude  | <ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 31-43</li> <li>• "A Lamp", Chapter 7</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Journal Prompt #4: Buddhism</li> </ul>   |
| <u>Date TBD</u><br><u>Class 31</u><br>Unit VI: Religion and Spirituality (Buddhism)  | The Vajrayana: Theory and Practice.<br><br>ཨོཾ་མ་ཎི་པདྨེ་ཧཱུ།   | <ul style="list-style-type: none"> <li>• "A Concise Introduction", pp 63-84, 94-102.</li> <li>• "A Lamp", pp 129-134</li> </ul>  |  |   |
| <u>Date TBD</u><br><u>Class 32</u><br>Unit VIII: Human Rights, Tibetan Refugees, and Social Movements                                      | <i>Tomorrow (Sunday March 10) is Tibetan Uprising Day.</i>  | <ul style="list-style-type: none"> <li>• ' Shrangri-la in Exile - Representations of Tibetan Identity and Transnational Culture"</li> <li>• " China's influence in Nepal endangers Tibetan refugees"</li> <li>• "Tibet's Burning Protest"</li> </ul> | Visit to UNHCR Tibetan Office to learn about Tibetan Exile History and ongoing Tibetan situation as it relates to Nepal. |   |

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| <u>Date TBD</u><br><u>Class 33</u><br>(2 hour session)<br>Project Presentations                         |  |  |  | <ul style="list-style-type: none"> <li>• Project Paper Second Draft Due</li> <li>• Final Project Presentations</li> </ul> |
| <u>Date TBD</u><br><u>Class 34</u><br>(2 hour session)<br>Project Presentations                         |  |  |  | Project Presentations   |
| <u>Date TBD</u><br><u>Class 35</u><br>Unit II: Culture, Ethnicity, and Identity                         | Language Preservation Issues, Regional Identities: Chokati Preparation, Geographic Identities: The Thangmi of Chokati, Introduction to Thangmi language                    | <ul style="list-style-type: none"> <li>• "Language Endangerment and Linguistic Rights in the Himalaya"</li> <li>• Excerpts from "Forgotten People: Thangmi" from the old Dragons Himalaya Reader, &amp; Thami Nepali English Dictionary by Mark Turin</li> </ul> |  |   |
| <u>Date TBD</u><br><u>Class 36</u><br>Unit VII: Development: Modernization, Globalization, and Inequity | -Rural Disaster (Earthquake) Relief and Recovery   | <ul style="list-style-type: none"> <li>• "What I saved from the Rubble" by Cafod</li> <li>• "Long Night of Storm"</li> </ul>   | Walk led by Man Bahadur Thami and Ram Bahadur Nagarkoti and / or GopyDahal |   |
| <u>Date TBD</u><br><u>Class 37</u><br>Unit VIII: Human Rights, Tibetan Refugees, and Social Movements   | Social Development and Gender Based Activism in Chokati or Regional Identities: The Lepchas of Sikkim, and Nepali Gorkha Migrations to Sikkim, and the Gorkhaland Movement | <ul style="list-style-type: none"> <li>• Excerpts from "It's Her Turn"</li> </ul>  | Guest Interview: Bal Kumari Nagarkoti Or Sharon Sitling                    |   |
| <u>Date TBD</u><br><u>Class 38</u><br>Unit V: Religion and Spirituality (Hinduism)                      | - Introduction to Shamanism in Nepal and -Overview of Popular Hindu Myths and Festivals: Holi Festival   | <ul style="list-style-type: none"> <li>• "Saving the Indigenous Soul" by Derrick Jensen and Martin Prechtel"</li> <li>• "A discussion of I.M Lewis' comments that "the shaman is not less than the psychiatrist", from the old WTBD Himalaya Reader.</li> </ul>  |  |   |
| <u>Date TBD</u><br><u>Holi Festival</u>   |  |  | Holi Festival, no class  |   |
| <u>Date TBD</u><br><u>Class 39</u><br>Unit VII: Development: Modernization,                             | -Traditional Agriculture, Food Security, and Agricultural Development, Climate Change and  | <ul style="list-style-type: none"> <li>• "Monocultures of the Mind" by Vandana Shiva</li> </ul>  |  | Paper Due   |

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| Globalization, and<br>Inequity<br><br>Spring Equinox<br>&<br>Full Moon (Purnima) | Environmental<br>Conservation | <ul style="list-style-type: none"><li>• "The mountainous<br/>battle against climate<br/>change"</li><li>• "Climate Change in<br/>the Himalayas"</li></ul> |  |  |
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