Art Therapy

ATH230  
Introduction to Art Therapy (3.0)  
This course offers an introduction to the history, major theoretical viewpoints, and applications of art therapy. Through readings, seminar style discussions, and experiential exercises, students formulate their own initial working/evolving definition of art therapy. Materials fee.

ATH330  
Art Therapy Theory and Applications (3.0)  
This course offers a general survey of the literature, theories, and practices of art therapy with various client populations. Students will investigate the general literature concerning the practice of art therapy and role of the art therapist when working with various populations (mental health, expressive therapies, community-based). A personal commitment to the exploration of one’s own creative process is highly stressed.

ATH430  
Art Therapy Studio Methods (3.0)  
This course is designed to offer students an opportunity to engage in hands-on art experiences that often have direct relationship to art therapy methods, and techniques. There is also an opportunity to explore your own creative/visualizing process throughout the course, as a way to solidify your connection with your identity as an artist. Materials fee.

ATH499  
Independent Study: Art Therapy (1.0-3.0)  
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Contemplative Education

EDU530E  
Emotional Roots of Development (3.0)  
A study of emotional development from Western and Eastern sources, as an access point to engaging one’s spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in humanity across the lifespan. The course covers three aspects: (1) emotion; (2) meaning making; and (3) self-reflection. The approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. Observation practices are used to expand awareness and apply understanding. Prerequisites: A teaching practice and experience with meditation. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU600  
Presence in Teaching (2.0)  
An exploration of the building blocks of form and space as the basis of the art of teaching. Since teachers are improvisational artists, we examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story, and other forms of communication. We explore contemplative teaching within the laboratory of body, speech, and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU605  
The Mindful Teacher (4.0)  
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills, and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers are studied. Observations, perceptual exercises, and emotional awareness skills complement readings and discussions. Mindfulness-awareness development is experienced both personally and as a component of community learning. Students who are not matriculated in the MA program must receive permission of the instructor to register. Course fee.

EDU615E  
Perspectives in Sacred Learning (3.0)  
Students study theories and approaches from a variety of traditions in holistic education, as well as current trends. The course focuses on “sacred learning” and how various traditions, educators, and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. Students who are not matriculated in the MA program must receive permission of the instructor to register.
EDU635E
Contemplative Teaching and Learning (3.0)
An exploration of contemplative concepts, skills, and practices introduced in the summer module. As preparation for the journey of mindful teaching, the Tibetan Buddhist meditative traditions [drawn from Naropa University’s heritage] form the basis, or ground, of the course. Practices and perspectives of master teachers and current educators of various contemplative traditions are examined and put to the test. Audio lectures, observation techniques, meditation, and experiential exercises complement written lectures, readings, and discussions. Mindfulness-awareness development is experienced both personally and as a component of community learning. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU665E
Compassionate Teaching (3.0)
An exploration of compassionate teaching in the classroom. This nonsectarian approach to teaching as a personal spiritual journey brings the teacher’s inner life to the art of teaching. Students investigate the traditional compassionate qualities of generosity, patience, discipline, exertion, and knowledge in teaching and learning and also explore the dynamics of transitions and compassionate relationships in learning communities. Readings come from leaders in the field as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness-awareness meditation and loving-kindness practice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU700
Cultivating Authentic Knowledge (2.0)
Preparation for the sacred transformation of curriculum within nonsectarian contexts. Students experience curricular activities and principles derived from a spiritually based educational tradition, Ten Aspects of Knowledge of the ancient Indian University, Nalanda. The essence of the Ten Aspects is cultivating both subject content and spiritual depth as the basis for authentic curriculum development. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU705
Embodied Wisdom (4.0)
A deepening of contemplative teaching and learning through the practices of meditation, loving-kindness, and Maitri Space Awareness. Methods that develop facility with emotions, expression, and relationships, in the exploration of personal, experiential, and traditional knowledge of the five elemental energies of Tibetan Buddhism are utilized. Students lay the foundation for tailoring their teaching methods and styles to their own and their students’ authentic expressions. The practices of aesthetics, presence, and contemplative movement further deepen facility with these energies. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register. Course fee.

EDU720E
Spiritual Roots of Development (2.0)
This course investigates theories of the spiritual roots of human development, with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilber, Washburn, Steiner, Aurobindo, and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU735E
Transforming Instruction and Curriculum (3.0)
This course examines two Buddhist-inspired approaches to transforming instruction and curriculum: the Five Qualities of contemplative teaching and learning; and the Ten Aspects of Knowledge. The Five Qualities offer holistic practices and approaches to instruction derived from the traditional Tibetan Buddhist Families. The Ten aspects from Nalanda, the ancient Indian university, suggest methods for contemporary curriculum development. We study contemplative pedagogies and how to deepen academic content areas in students’ own classrooms. An essential element is the personal transformation of the teacher from the practices of mindfulness, loving-kindness, and space awareness. Prerequisites: EDU700 and EDU705.

EDU775E
The Science of Contemplative Teaching and Learning (3.0)
This course provides an overview of contemplative education from a scientifically informed perspective. Students personally encounter science as a way of knowing, and learn some of the methods used in researching contemplative teaching and learning. We review recent findings on training teachers in contemplative practice, training teachers in contemplative pedagogy, and training K-12 students directly. Scientifically informed theories of contemplative education are examined to explore relationships between key concepts such as attention, awareness, learning, mindfulness, self-regulation, and resilience. The relevance of this research for teacher training, pedagogy, and educational policy is discussed. Gaining proficiency regarding current research in the field of contemplative education empowers students with the knowledge needed for implementing and advocating for contemplative curriculum within a school, and also for planning new empirical studies. Students who are not matriculated in the MA program must receive permission of the instructor to register. Prerequisite: EDU 700.

EDU880E
Master’s Project (4.0)
Master’s Project provides both individualized and group support for students in the capstone course of the Contemplative Education program. The project may be a substantial expansion of a previous paper, or a new endeavor related to a personally meaningful aspect of contemplative education. Students study, inquire about, and then articulate their project focus, writing a document that will include other creative genres. The project culminates in the master’s
EDU220
Theories, Strategies, and Assessment for CLD Students K-12 (3.0)
Combining contemplative pedagogy with explicit strategies for teaching all levels of Culturally and Linguistically Diverse (CLD) students, this course introduces students to how to be successful by using tested methods and strategies. This course emphasizes “sheltering strategies” and students practice teaching content area subject matter, and literacy skills using the SIOP (Sheltered Instruction Observation Protocol) model. This course addresses the most current CLD WIDA standards, different educational programs available for CLD students, the effectiveness of those programs, parental and community involvement, and introduces theories of SLA. Must receive a B or better to be accepted into the Teacher Preparation Program.

EDU245
Multicultural Education and Contemplative Critical Pedagogy (3.0)
This course helps students make sense of their world and make sense of themselves in relationship to their world. Since students are both subjects and objects of education, they are the learner, teacher, and the researcher. Through the study of critical pedagogy and multicultural education theory, this class explores the questions of what education can be, develops skills to uncover what education actually is, and deepens students’ understanding of the contradictions that have shaped their own and other people’s consciousness. This course deepens students’ appreciation of inquiry through literary review and discussion and increases their ability to recognize the ways in which power operates to create oppressive conditions for some groups and privilege for others. Through critical thinking, reading, and writing, students examine and challenge the more commonly held views of education, learning, and teaching. Must receive a B or better to be accepted into the Teacher Preparation Program.

EDU310
Kindergarten Magic: ECE Curriculum Development (3.0)
An opportunity for teachers of young children to focus on the artistry and essential skills of being a preschool or kindergarten teacher. Movement, story, song, crafts, puppetry, circle time, and painting are explored as part of the early childhood curriculum. Students create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic, while learning to develop an early childhood curriculum. Prerequisite: EDU245

EDU325
Secondary Literacy (3.0)
Content literacy for adolescent learners continues to prove problematic for students and teachers across subject areas. Learners in this course build background knowledge and apply instructional strategies and assessments designed to promote students’ success as readers, writers, speakers, and listeners in middle school and high school classrooms, with a particular focus on underperforming students and English language learners.
EDU330
Holistic Teaching Traditions (3.0)
During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. Study focuses primarily on the contemplative traditions of Shambhala, Montessori, Waldorf, Reggio Emilia, and others. On-site observations are made in schools that use these approaches. Students explore and compare these traditions to enhance their development as teachers. Through this process, students begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles. Sitting meditation requirement. Prerequisite: EDU245

EDU340
Linguistics for Teachers of CLD Students K-12 (3.0)
Students explore theories of first and second language acquisition and discover how these theories have impacted different teaching methodologies. Students also study the form and function of the English language and practice methods of teaching the English language to speakers of other languages. This course is designed to meet state requirements for the Culturally Linguistically Diverse (CLD) endorsement. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

EDU345
Elementary Literacy I: Foundations of Reading (3.0)
Using a contemplative approach to literacy, this course investigates the development of a literate student. How can a teacher instruct, engage, and assess students in the skills necessary to develop their reading, writing, and oral communication, while caring for the whole student in the process? We investigate this phenomenon, explore approaches to foster literacy acquisition, and learn how to assess students’ progress (including interventions). We observe, demonstrate, and evaluate our literacy instruction, particularly in the areas of comprehension, phonemic awareness, phonics, fluency, and vocabulary. We experiment with the key components of writing and develop strategies for supporting all students in effective communication through both oral and written words. Threads weaving throughout the course include the link between reading, writing, listening, and speaking, as well as purposeful integration of literacy across the curriculum. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

EDU348
U.S. History of Immigration (3.0)
This course traces the history of immigration and ethnicity in the United States from colonial times to the present. We examine the changing immigration patterns and the effects of major events in U.S. history (American Revolution, Civil War, Progressive Movement, two World Wars, the Cold War, and the Civil Rights Movement) upon those changes. The course also places U.S. immigration in the wider global context of urbanization and industrialization during the nineteenth and twentieth centuries. Along with these larger historical forces, the course examines the “immigrant experience” and the ways race, ethnicity, class, gender, religion, and other factors shaped the lives of immigrants and their communities. In addition, the course explores the development of “nativist” and anti-immigration movements of the last two centuries.

EDU353
Health, Safety, and Nutrition (3.0)
This course provides an overview of the topics of health, safety, and nutrition within the context of educational settings serving children from birth through twelve years old. The primary focus is on the interconnectedness of these topics in promoting optimal growth and development for each child. The interrelated roles of the home, school, and community in meeting the health, safety, and nutrition needs of children are explored.

EDU355
Elementary Literacy II: The Development of Oral and Written Language (3.0)
This is the second of two courses in elementary literacy, in which students continue learning and practicing skills, methods, and techniques for teaching literacy. This second course focuses on the continued study of language, writing across the curriculum, and contemplative practices in the classroom. Using a contemplative approach to literacy, this course investigates the makings of a literate student. We investigate the phenomenon of the intersections of teaching and learning of literacy skills. Students observe, demonstrate, and evaluate their literacy instruction in composition, including ideas, organization, word choice, and voice, in fluency encompassing phonics and vocabulary building. We use contemplative reflection, including assessing our own instruction, teaching composition using contemplative methods, and giving purposeful and meaningful feedback. We experiment with the key components of writing and develop strategies for supporting all students in effective communication through both oral and written words. Writing across the curriculum is focused on how to complete literacy skills for students in all areas. Threads woven throughout both Part I and Part II include the link between reading, writing, listening, and speaking, as well as purposeful integration of literacy across the curriculum. Prerequisite: EDU345.

EDU360
Administration of Early Childhood Education Programs (3.0)
This course examines Colorado’s minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for young children. The course focuses on the director’s administrative skills and role as a community advocate for young children, and addresses birth through age twelve. Course content focuses on establishing a new center, administrative functions, and advocacy. Prerequisites: EDU245 and EDU380. Director’s fee.

EDU365
Administration: Human Relations for Early Childhood Professions (3.0)
This course focuses on the human relations component of an early childhood professional’s responsibilities, including director-staff relationships, staff development, leadership strategies, parent-
EDU370
Teaching the Exceptional Student in the General Education Classroom (3.0)
This class focuses on the philosophy and methodology of integrating exceptional children into the general education classroom. The course examines the needs of students with both high incidence and low incidence disabilities, presents teaching strategies for working with students with disabilities in inclusive settings, and explores varied aspects of children’s learning and development in making curricular and instructional decisions. Legal issues, socio-cultural issues, and developmental issues are also addressed. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

EDU375
Assessment for the Diverse Learner (3.0)
This course explores the many layers and facets of assessment. Instruction on standard unwrapping and assessment development provides the foundation for curricular choices in planning and teaching, and contemplative practices offer creative insight and personal development to strengthen connections within the educational structures. By simultaneously expanding the assessment toolbox and the teacher’s presence in the assessing process, this course prepares future educators to meet challenges with curiosity, to adjust accordingly, and to develop their skills and efficacy in teaching and assessment best practices. Ten hours of practicum placement in a Colorado public school must be documented.

EDU380
Observing Development: Infants and Toddlers (3.0)
A study of the development of children from birth to age three, with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, then proceeds to studies of relevant developmental theories within a contemplative context in the areas of the body, speech, and mind.

EDU385
Observing Childhood Growth And Development (3.0)
This course is designed to provide an overview of child development three years through twelve years of age, and the fundamentals of contemplative observation of young children. It is intended to give the student an overview of current research and issues in child development. Students are required to study and observe children in elementary settings, learn to think critically about research and evidence presented, and to apply research findings to solving current social problems impacting families and young children. The class examines different theorists and their approaches to explaining child development in a global context. This class is conducted in a seminar format. Practical application: Field Placement (The application is completed during the twenty hours of field placement that is required for the class). Elementary Teacher Preparation students who have not taken EDU380 will have a pre-course reading, available on the MyNaropa EDU385 course link, due for the first class.

EDU393
Issues in Education: The Mary Culkin Series (3.0)
A public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education, and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership, and other key issues of interest to educators. Through this broad survey of topics, we become connected to the larger education community. A companion discussion forum is available for students taking this course for credit. Course work includes relevant readings and response papers relating to each topic.

EDU404
Maitri and Learning Styles (3.0)
Exploring the nature of apparent division between oneself and others forms the basis of our investigation into how contemplative practice can enhance the art of leadership and the development of enlightened service to others. Through Tibetan yogic practices that have been adapted for classroom use, students explore the basic nature of space and energies, which develops understanding and appreciation of the variety of learning styles. Within the protected classroom space, participants have the opportunity to be both subjects and objects of this investigation. In-class practice is accompanied by readings developing discipline and patience, and engendering a resilience that brings vibrancy to workplace settings. Prerequisites: Established meditation practice and permission of instructor. Materials fee.

EDU420
Energy and Expression in the Classroom (2.0)
The art of teaching through awareness of, and synchronization with, the energetic expressions of young children is cultivated. The aim is to develop teaching skills that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that address the wide variety of issues within these areas, such as behavior, discipline, making transitions, developing an individual sense of body/mind, and creating a caring community are studied. Through observations, discussion, and experiential exercises, students learn to meet and guide the energetic needs of individuals and groups of young children. Prerequisite: EDU380 with a C or higher.

EDU425
Elementary Methods and Classroom Management I (3.0)
This course prepares secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, and the exploration of various strategies to meet the needs of diverse learners. Pre-service teachers develop deep understanding and knowledge of the Colorado Academic Standards, and reflect on the teacher practices that work best for individual students. ThirtyUh2013five hours in a school practicum
placement is required. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

**EDU430**
Teaching Young Children: Methods and Classroom Management (3.0)
This course prepares early childhood/elementary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, and the exploration of various strategies to meet the needs of diverse learners. Pre-service teachers develop deep understanding and knowledge of the Colorado Academic Standards, and reflect on the teacher practices that work best for individual students. This course brings a contemplative view to learning the skills necessary for teaching early childhood students through 6th grade, emphasizing the importance of observation, and reflection. The class combines lecture/discussion, observation and experiential approaches. Prerequisite: EDU245 and EDU380

**EDU435**
Elementary Methods and Classroom Management II (3.0)
This is the second of two courses designed to prepare pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. Students focus on social-emotional learning, technology, and working with diverse families. Thirty-five hours in a school practicum placement is required. Prerequisite: EDU425

**EDU439**
Secondary Methods and Classroom Management I (3.0)
This course will prepare secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. Thirty-five hours in a school practicum placement is required.

**EDU445**
Elementary Literacy III: Foundations of Literature (3.0)
Using a contemplative approach to literacy, this semester course investigates the world of literature. Various genres, cultures, time periods, and perspectives are examined as students consider how to develop diverse students’ critical thinking, listening, speaking, reading, and writing. The course also explores the interdisciplinary component of literature, interweaving the novels we read into all subjects to deepen our relationship to learning. Prerequisite: EDU355.

**EDU449**
Secondary Methods and Classroom Management II (3.0)
This is the second of two methods courses designed to prepare secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. This course focuses on the continued use of contemplative practices in the classroom, strengthening methods for working with CLD students, and deepening methods for social-emotional learning, and assessment. Thirty-five hours in a school practicum placement is required.

**EDU450**
Student Teaching: Early Childhood (4.0)
This course is student teaching in an early childhood or elementary classroom K-3 with a supervising teacher. The goal is for each student to refine the practice of educating children using a contemplative and critical pedagogical approach meeting the CDE Quality Standards and Academic Standards for the licensure. This class is the culmination of all previous EDU course work. All students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive six supervisor visits and are evaluated and coached based on the CDE evaluation rubric and the five Qualities. Students receive two SIOP observations, evaluations, and coaching sessions with a SIOP trained supervisor. Prerequisites: EDU245, EDU330, EDU380, EDU404, and EDU430. Prerequisite or Corequisite: EDU310 and EDU420

**EDU452**
Poverty Matters (3.0)
Section A: ONLY FOR STUDENTS WHO ARE NOT GOING ON THE NICARAGUA TRIP. Section B: ONLY FOR STUDENTS WHO ARE GOING ON THE NICARAGUA TRIP. An exploration of the beliefs and myths surrounding poverty and its effects on people, the environment, and the communities of practice. Opportunities are provided for students to gain a deep understanding of diversity by developing relationships with the people of Jalapa, Nicaragua, and participating in a two-week residential program, or by working locally with diverse populations who are economically challenged. It is not necessary to have Spanish as a second language for the work in Nicaragua. Prerequisite: EDU245.

**EDU475**
Elementary Student Teaching (3.0)
All elementary students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive eight to ten supervisor visits and are evaluated and coached based on the supervisor evaluation rubric. Students receive two Sheltered Instruction Observation Protocol (SIOP) observations, evaluations, and coaching sessions with a SIOP trained supervisor. During student teaching, students are placed with a cooperating teacher in an appropriate grade level. Students are
expected to work closely with the cooperating teacher in planning and implementing instruction. Students are expected to be at the school for five periods per day and are expected to take control of the class as soon as the cooperating teacher allows. Students must have completed all Teacher Preparation Program course requirements with a B or better and passed the PRAXIS test. Co-requisite: EDU480.

EDU476
Secondary Student Teaching (3.0)
All secondary students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive eight to ten supervisor visits and are evaluated and coached based on the supervisor evaluation rubric. Students receive two Sheltered Instruction Observation Protocol (SIOP) observations, evaluations, and coaching sessions with a SIOP trained supervisor. During student teaching, students are placed with a cooperating teacher in an appropriate grade level. Students are expected to work closely with the cooperating teacher in planning and implementing instruction. Students are expected to be at the school for five periods per day and are expected to take control of the class as soon as the cooperating teacher allows.

EDU480
Student Teaching Seminar (3.0)
In this seminar, we engage in dialogue about issues that arise in the classroom during student teaching. Student teachers reflect on their teaching and its impact on students’ learning, as well as focus on their Portfolio and Teacher Work Sample, and facets of their job search. Corequisite: EDU475

EDU499
Independent Study: Early Childhood Education (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

EDU699
Independent Study: Early Childhood Education (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Ecopsychology
PSYE511E
Meditation Practicum II (3.0)
In this class, we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of Lojong (mind training), first introduced in Tibet one thousand years ago and brought to the West by Naropa’s founder Chgyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: PSYE504e.

PSYE514E
The Diamond Approach (3.0)
The Diamond Approach is an original, thorough, and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth, and mystery.

PSYE517E
Multicultural Issues: Contemplative Approaches (3.0)
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and shared responsibility, as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there, we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation, and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring, and understanding.

PSYE600
Initiatory Contemplative Ecopsychology Training (4.0)
This first Intensive course introduces MA Ecopsychology students to the program and the field. It provides the opportunity for learning-community building and face-to-face instruction in ecopsychological, transpersonal, and contemplative practice processes such as nature connection exercises, ritual, and meditation, and the application of topics that will appear in the coming online courses. Students are expected to prepare for the course prior to attending, and to complete a written assignment afterward. This course does not lead to counseling licensure. Residential fee.

PSYE607E
Integral Psychology (3.0)
A course designed to take the student on a three-dimensional journey toward a deep understanding of this meta-theoretical approach to psychology. First, it involves an examination of the theory of integral psychology as the fifth force or wave in the historical development of the discipline of psychology. Second, it includes a critical analysis of integral theory as it evolved in Ken Wilber’s body of work. Throughout the course, students apply this
evolutionary theory of consciousness in their own lives through the
development of an ongoing integral life practice.

**PSYE618**  
*Transpersonal Psychology Intensive II (3.0)*  
These weeklong courses introduce MATE students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATE only.

**PSYE630E**  
*Transpersonal Psychology (3.0)*  
An introduction and examination of central concepts, theories, practices, and applications of transpersonal psychology. The theories of the central figures in the field are discussed and compared, as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students explore foundations of transpersonal psychology and its applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity, and other areas. This online course blends intellectual exploration, practice, and self-reflection. Required for MAE.

**PSYE640E**  
*Ecopsychology (3.0)*  
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both are intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This online course integrates academic, experiential, and contemplative approaches in examining ecopsychological theory and practices.

**PSYE650**  
*Winter Contemplative Ecopsychology Intensive I (2.0)*  
The course focuses on advanced topics within ecopsychology, further builds community within the program, and aims to teach specific skills for working with individuals and groups in an ecopsychological context. Students’ meditation practice and an understanding of its importance in ecopsychology are deepened. Open to first-year MA Ecopsychology students only.

**PSYE667W**  
*Ecopsychology Intensive II (1.0)*  
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have a chance to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community building in the low-residency MATE program. An in-depth self-assessment paper is required. Prerequisite: PSYE656W. Required for MATE.

**PSYE672E**  
*Transpersonal Psychology II: Theorists and Applications (3.0)*  
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYE670E or an equivalent introduction to transpersonal psychology.

**PSYE680E**  
*Ecology: Concepts and Applications for Ecopsychology (3.0)*  
This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics, and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change, and the human psyche.

**PSYE690E**  
*Ecopsychology Applied in Context (3.0)*  
This online course deepens understanding about the field of ecopsychology by seating its concepts in cultural and applied contexts. Application of the ecopsychological principles for addressing contemporary ecological problems and ethics are examined, along with options for effective and compassionate action. Topics may include eco-spirituality, power dynamics and diversity in ecopsychology, ecofeminism, applied myth, climate change, bioregionalism, voluntary simplicity, and resilience.

**PSYE699**  
*Independent Study: Transpersonal Ecopsychology (0.5-4.0)*

**PSYE700**  
*Ecopsychology Training Intensive (2.0)*  
Ecopsychology explores human/nature relationships and the implications of a deeper connection between human and nature for mental health, personal growth, environmental action, and sustainable lifestyles. This advanced course assumes an understanding of the theory and practices of ecopsychology. It is directed toward the interface of ecology, transpersonal psychology, and contemplative practice (i.e., nature, psyche, and spirit); critical evaluation of ecopsychological thinking; and the development and use of ecopsychology practices in personal and professional applications.

**PSYE720**  
*Meditation Practicum I: Cultivating Awareness (1.0)*  
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621. Specific topics include applications of mindfulness-awareness to creativity, healing, and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual
meditation instruction is provided. Prerequisite: CNST621. Materials fee.

PSYE750
Psychology of Wilderness Experience Intensive (4.0)
Through group process, experiential activities, and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: severance (leaving behind what is familiar); threshold (three days and nights of solitude/fasting); and reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. There is a $500 activity fee for this course.

PSYE780
Winter Contemplative Ecopsychology Intensive II (2.0)
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have a chance to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community building in the low-residency MATE program. An in-depth self-assessment paper is required. Prerequisite: PSYE656W.

PSYE790E
Transitions and Rites of Passage (3.0)
This course explores life transitions, both predictable and unexpected, and the role of rites of passage in giving them meaning and support. Developmental psychology, transpersonal psychology, anthropology, and ecopsychology provide foundations as the course helps students integrate theoretical and experiential perspectives.

PSYE800E
Transpersonal Service Learning (3.0)
Students apply and deepen their learning about transpersonal ecopsychology through service in their communities. With guidance from program faculty, students arrange a service-learning project related to an ecopsychological area of their choice. Online course lectures, readings, and discussion support learning by examining the nature of transpersonal approaches to service, and by providing a forum for interaction and support among students and faculty. A final written paper or media project integrates students’ project experiences with theoretical knowledge about the area of service and understanding of transpersonal service. While the Service Learning placement may be independent of the Master’s Project topic, the department recommends that students try to connect them.

PSYE850E
Master’s Project I (3.0)
This is the first of a two-course sequence in which students apply and deepen their learning through completion of a major written paper or media project on a particular ecopsychological topic of their choice. The online course environment supports this by staged assignments and providing a forum for interaction and support among students and faculty.

PSYE890E
Masters Project II (3.0)
The second of a two-course sequence in which students complete a major written or media project on an ecopsychology topic of their choice. In this second-semester course, students complete the project. Prerequisite: Successful completion of PSYE850E.

PSYE892E
Extended Masters Project (0.5)
An extension of the sequence of two courses leading students to complete the master’s project. It is offered in the event that a student does not complete the paper within the given time. Prerequisite: PSYE890E.

Environmental Studies

ENV100
Physical Geography: Beholding the Body of the Earth (3.0)
Deepening our natural understanding of the earth as a living system, this course explores Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework, we explore the formation of the earth+geomorphology and geophysiology+or one could say the “digestion,” “circulatory,” and other systems of Gaia. This new vision in Western science can reawaken understanding and reconfirm our commitment and reciprocity with the earth.

ENV207
History of the Environmental Movement (3.0)
An examination of the history of the environmental movement from a U.S. and global perspective. Fundamental elements that inform and shape environmental movements around the world, and the impact on people and their responses, are studied. Required for ENV majors.

ENV215
Sustainability (3.0)
An introduction to the definitions and principles of sustainability, this course explores models and dimensions of sustainability in both the natural world and in human societies. Current examples of sustainable design and development in different parts of the world are offered to inspire students to “think sustainability” and to be alert to it in every aspect of their learning. Personal impact on the environment and personal sustainability are examined as aspects of developing a sustainable vision for the present and the future. Required for ENV majors.

ENV223
Field Ecology (3.0)
This course introduces students to the principles of ecology, systems science, and the ecosystems of the Boulder region. The flow of energy and cycles of materials through the earth, water, air, and
biological systems are explored. Field trips are one central aspect of this class. We visit the diverse array of ecosystems of this region at various elevations. Students learn to read and understand the ecosystem patterns of our area and observe systems principles expressed in the landscape. Required for ENV majors.

ENV236
Green Building (3.0)
An introduction to green construction practices and design, as well as a wide range of green technologies that contribute to sustainable living, the course includes practical, hands-on experience and field trips.

ENV238
Survival Skills (3.0)
This course introduces philosophical understanding of living in the natural world, in its rhythms and seasonal cycles. Basic wilderness survival skills are learned, including making fire, building shelter, finding medicinal plants, hunting, and tracking. Materials fee. Prerequisite: ENV100. Required for ENV majors.

ENV245
Geography: Pilgrimage and Sacred Landscape (3.0)
Religious and cultural worldviews play a significant role in shaping our understanding of, and impact on, the earth. Students explore the world through the lens of pilgrimage and sacred landscape. Geography is a discipline of storytelling of the earth. Thus, we engage in listening, reading, writing, and telling stories to recall and awaken our connection with the earth.

ENV253
Environmental Economics (3.0)
An examination of how conventional economic theory, as well as alternative economic theories, applies to natural resource use and the environment. Fundamental principles of economic relationship to natural resources, externalities, limits to economic growth, the trade-off between growth and the environment, globalization, and global ecological issues are studied. Students learn tools of economic analysis and their application to environmental issues and problems.

ENV257
Food Justice (3.0)
An introduction to the food justice movement, this course examines it from the local, national, and international levels. Topics include food policy, grassroots movements and action, food production and food access as they relate to the systems of privilege and oppression that shape them. Equally, this course explores the actions of various communities working towards empowerment and liberation. Students engage with relevant theory, hands-on service learning, site visits, as well as contact with professionals, activists, and impacted communities in the food justice movement. Prerequisite: COR150 or COR113. Course fee.

ENV260
Introduction to Permaculture (3.0)
This course introduces a core set of principles that help us to design human living environments that are increasingly self-sufficient, while reducing our society’s reliance on industrial systems of production and distribution that are fundamentally damaging to the planet’s ecosystems. This design system, known as permaculture, covers basic agro-ecological design theory. We explore this in a hands-on way while creating edible landscapes, diverse gardens, and compost systems, and growing food on campus. This course also includes field trips and demonstrations. Materials fee. Required for ENV majors.

ENV318
Deep Ecology (3.0)
This course serves as an exploration of the philosophical dimensions of the human/nature relationship. While deep ecology serves as the primary framework for this exploration, other approaches, such as ecofeminism and social ecology, are considered. Deep ecology alternatives for addressing ethical and ecological problems are examined, along with options for effective and compassionate action. Prerequisite: COR115. Required for ENV majors.

ENV321
Geology (3.0)
This field course introduces students to the basic principles of geology through exploring the Front Range, using the world class rock exposures found in this area. Students learn to identify rocks and minerals, as well as landscapes shaped by streams, wind, and glaciers. We study the vast expanse of geologic time in the context of the history of the Rocky Mountains. Field trips are a central part of this course. Prerequisite: ENV223.

ENV342
Permaculture Design (3.0)
Advanced coverage of the Permaculture Design course curriculum. Students solidify their understanding of permaculture and build competence in using ecological design principles and practices to create regenerative human living environments. Students gain practical skills for building living soils, harvesting runoff rainwater, designing ecological pest control, and the development of sustainable food-producing landscapes. Each student designs a final project modeling permaculture principles and ecological soundness. Materials fee. Prerequisite: ENV260.

ENV350
Nature, the Sacred, and Contemplation (3.0)
An exploration of the individual, cultural, and contemplative dimensions of the human/nature relationship. It provides the contemplative tools of mindfulness meditation, sensory awareness exercises, and other nature-based awareness practices, in order for students to examine and refine their own experiences of nature and the sacred. A three-day residential retreat with a solo contemplative nature walk is a required part of the course. Course fee. Prerequisite: ENV245. Required for ENV majors.
ENV355
Environmental Justice (3.0)
An examination of contemporary issues of environmental justice and racism in the United States and throughout the world. The environmental justice movement is based on social justice and multicultural issues. Prerequisite: COR150 or COR113. Required for ENV majors.

ENV363
Indigenous Environmental Issues (3.0)
An exploration of the historical relationship between indigenous peoples and their environment in each of the ecosystems under consideration; change in the relationship as a result of European contact; modernization and development; and the current integration of these areas into the present global market economy. Prerequisite: COR150 or COR113.

ENV370
Ecopsychology (3.0)
This course highlights key theories and core practices associated with the emerging field of ecopsychology. A basic tenet of ecopsychology is that personal and planetary well-being are inseparable. The theory and practice of ecopsychology are directed toward enhancing the health of the human/nature relationship. The work of ecopsychology is to understand, heal, and develop the psychological dimensions of the human/nature relationship through connecting with natural processes in the web of life. Prerequisite: COR130 or COR113.

ENV380
Environmental Service Learning: Ecological Restoration (3.0)
This course requires students to apply their skills from classroom learning and to engage in hands-on environmental work, while developing their leadership skills and contemplative approaches to environmental action. Students engage in real issues and learn through practical experience about environmental problem solving, community concerns, and teamwork. In this service-learning team project, students engage with community partners in ecological restoration work in our community. Students are responsible for project planning and design, implementation, and final presentation of outcomes to the community partners. Prerequisite: COR220. Required for ENV majors.

ENV480
Senior Project (3.0)
The Senior Project course is a capstone project-based course in which students demonstrate their cumulative knowledge, skills, and abilities in a specific environmentally-based research project. Students meet in a course format and work independently and collectively on a research project. Students are expected to follow guidelines for the research project and meet specific course criteria. Required for ENV majors. Cross-listed as PAX480.

ENV499
Independent Study: Environmental Studies (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

ENV542
Permaculture (3.0)
This course introduces a core set of principles that help us to design human living environments that are increasingly self-sufficient, while reducing our society’s reliance on industrial systems of production and distribution that are fundamentally damaging to the planet’s ecosystems. This design system, known as permaculture, covers basic agro-ecological design theory. We explore this in a hands-on way while creating edible landscapes, diverse gardens, and compost systems, and growing food on campus. This course also includes field trips and demonstrations. Course fee. Required for MA Resilient Leadership: Climate Justice track; Elective for MA Resilient Leadership: Sustainable Systems track.

ENV557
Food Justice (3.0)
An introduction to the food justice movement, this course examines it from the local, national, and international levels. Topics include food policy, grassroots movements and action, food production and food access as they relate to the systems of privilege and oppression that shape them. Equally, this course explores the actions of various communities working toward empowerment and liberation. Students engage with relevant theory, hands-on service learning, site visits, as well as contact with professionals, activists, and impacted communities in the food justice movement. Elective for MA Resilient Leadership students (both tracks). Course fee.

ENV600
Inner Work (3.0)
This course introduces mindfulness training through sitting and walking meditation as a ground for developing wakefulness and trust in ourselves and the phenomenal world, as well as nature-based ecopsychological practices that explore the relationship between nature, psyche, and spirit. Emphasis is on bringing the non-duality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing mind without analysis, reinforcement, or rejection clears the way to relate directly with others and develop skills for a new kind of leadership. The course includes an introductory two-day retreat. Course fee. Required for MA Resilient Leadership students (both tracks).

ENV618
Groups as Living Systems (3.0)
This course introduces principles and applications of working with groups as living systems. The course utilizes emerging new insights in intercultural communication, neuroscience, group dynamics, and
leadership to support the development of healthy, high functioning groups, while integrating the needs of the individual. Students learn by experientially and analytically engaging the three stages of group life and three stage of organizational development. Students develop a number of key applied tools for generating and maintaining creative and functional groups that are applicable in any organization or community setting. Required for MA Resilient Leadership: Sustainable Systems track; Elective for MA Resilient Leadership: Climate Justice track.

ENV625 Human Rights and Global Justice (3.0)
This course explores topics relevant to the growing Climate Justice movement, such as the ecological, economic, and social effects of globalization; legal precedents surrounding global human and ecological rights; and activism and movement solidarity. Students will build skills with understanding global issues through current news, legislation, and movement building. The course has a high level of research, presentation, discussion, and dialogue. Required for MA Resilient Leadership: Climate Justice track; Elective for MA Resilient Leadership: Sustainable Systems track.

ENV630 Transforming Systems (3.0)
An introduction to general and living systems theory as an effective paradigm for engaging in change processes at different scales in both biological and social domains. Particular attention is given to how systems of all scales transform into new systems, leading to an exploration of environmental, social, and cultural change processes. The course provides interwoven strands of information, theory, and application from the sociocultural, ecological, spiritual, political, economic, and personal/contemplative spheres. Theory is anchored in lived experience through personal and group work, field learning in the social and natural sciences, and problem-solving. Required for MA Resilient Leadership: Sustainable Systems track; Elective for MA Resilient Leadership: Climate Justice track.

ENV633 Environmental Policy and Trends (3.0)
This course examines environmental movements from local to global and the development of environmental thought that has supported them. Including political, economic, cultural, and scientific dimensions, the course focuses on four content areas: United States, global, climate, and environmental justice policies and history. Topics may also include emerging approaches to agricultural, conservation, social justice, and natural resource issues. Required for MA Resilient Leadership: Climate Justice track; Elective for MA Resilient Leadership: Sustainable Systems track.

ENV637 Ecological Justice: Patterns of Oppression and Healing (3.0)
This course explores how the oppression of earth and the oppression of people have gone hand in hand. Drawing from the diverse fields of environmental justice, political ecology, ecofeminism, ecopsychology, and social justice, students will build skills to unravel the patterns of oppression, begin to hold multiple worldviews, and contemplate healing. The class will be highly interactive and requires a deep level of research, presentation, and discussion by all participants, as well as the willingness to work with difficult emotions. As a result of this course, students will have heightened capacities to bring these issues to their work and service to the world. Required for MA Resilient Leadership students (both tracks).

ENV645 The New Science and Its Cultural Applications (3.0)
In a synthesis of the old and new visions in Western science, this course develops understanding of the new material emerging in science regarding the earth as a living system; examines cosmology and Gaian science, as well as key principles of geophysics; and explores the significant cultural implications and applications. This material provides key tools and perspectives for environmental leaders, as well as insights useful for working with organizations and communities. Required for MA Resilient Leadership: Sustainable Systems track.

ENV650 The Work That Reconnects (3.0)
Inspired by Joanna Macy’s The Work That Reconnects, which draws from deep ecology, systems theory, and spiritual traditions, this course asks participants to engage the strong emotions resulting from the ecological crisis and work with transformative practices. Building on mindfulness training, the course introduces specific practices of loving-kindness, non-violent communication, active listening, and group experiential engagement. Participants will work with the arc of The Work That Reconnects: opening to gratitude, owning our pain for the world, seeing with new eyes, and going forth. This course includes a nonresidential weekend intensive. This course is open to the public through the Joanna Macy Center. Prerequisite: Inner Work or instructor approved Meditation Training. Course fee. Required for MA Resilient Leadership students (both tracks).

ENV665 Wilderness Solo (3.0)
This eight-day wilderness camping retreat, which includes a three-day solo, is designed to mark a transition in the student’s program through an integration of learning, connections to land and place, and through a solo experience. In context of solitude and deep connection with nature, the course seeks to integrate the first year of learning, assisting students in finding a path, clarifying responsibility in reciprocity with the earth, and illuminating the heart of service to the community. Community work and ritual surround and support this important solo experience. Course fee. Required for MA Resilient Leadership students (both tracks).

ENV690 Special Topics in Environmental Leadership (3.0)
The Special Topics course explores topics of general focus and relevance to the field of Environmental Leadership, geared toward the emerging skill needs for the students as well as the research
interests of the faculty. Specific topics are announced the course is offered.

ENV699
Independent Study: Environmental Studies (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

ENV701E
Nonprofit Management & Social Entrepreneurship (3.0)
This online course provides students with perspectives and practical tools for working in organizations, focusing on nonprofit management and social entrepreneurship. Topics covered include practical tools such as strategic planning, fund-raising, and grant-writing, as well as the visioning and inspiration that underlie this work. Case studies, models, and applications to the MA applied leadership projects ground this class in real-world examples and experience. Required for MA Resilient Leadership students (both tracks).

ENV705
Leadership Skills Seminar (3.0)
In this seminar, students study and gain hands-on experience in essential, traditional leadership skills. Theory and practical applications of conflict resolution, mediation, and other selected skills are presented. Students develop their understanding through case studies and research, and learn and apply these skills in the class. This course has been replaced by ENV725 and will not be offered in future catalog years. Required for EL MA.

ENV710
Sustainability: Practice and Policy (3.0)
Sustainability has emerged as a potentially unifying paradigm for work that simultaneously fosters human and planetary well-being. Students study the historical origins, theoretical frameworks, and tools associated with the three-legged view (economy, environment, society) of current sustainability policies and practices, and use case study methodologies to analyze and evaluate how sustainability policies and practices are being designed and implemented in a variety of organizations and communities. Students conduct an experiential exploration of the personal and spiritual dimensions of sustainability practice. Required for MA Resilient Leadership students (both tracks).

ENV725
Applied Leadership Skills (3.0)
As part of their demonstration of competence, Resilient Leadership students are required to take a leadership role in a substantial project that leads to increased sustainability in an organizational setting or to complete a formal written thesis. This course is designed to support students through this process. Students study and gain hands-on experience in essential, traditional leadership skills and start to apply these skills through developing a proposal for either an applied project or formal written thesis. Theory and practical applications of conflict resolution, mediation, and other selected skills are presented. Elements of project design and proposal writing are covered. Classes focus on coaching, feedback, analysis, and presentation of the applied leadership projects. In addition to the course faculty, students chose a faculty mentor to work with. Required for MA Resilient Leadership students (both tracks).

ENV750
Application of Contemplative Practices and Perspectives: Going Forth (2.0)
This course provides students with continuity and support for contemplative practices and perspectives gained in the first year. Students further their cohort/community relationships, acquire skills in group reflection and health, and provide opportunities to bring this understanding to their applied leadership project, as well as their evolving leadership style. They choose and apply a personal sustainability practice throughout the semester. This course serves as closure to the program and transition into the work world. This course will be offered in the Spring 2018 semester, but will not be offered in future catalog years.

ENV775
Professional Coaching (1.0)
Training in and applications of professional coaching skills, this work gives students access to fresh perspectives and feedback, as well as a lifelong tool for their work as leaders. Students apply coaching skills to their work on the applied leadership projects. Course required for all EL MA students. This course will be offered in the Spring 2018 semester, but will not be offered in future catalog years.

ENV785
Capstone (3.0)
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding, as well as skills acquired in the curriculum through course work, internships, leadership development, research, and other learning activities. The emphasis is on the student’s demonstrated development and competency of applied environmental leadership skills and written analytic material that can be utilized for individual student assessment and program assessment. Students are assessed on their professional report and formal presentation of their applied environmental leadership project during this semester. Course fee (for spring intensive). Required for MA Resilient Leadership: Sustainable Systems track.

ENV875E
Thesis (3.0)
Building upon the thesis proposal written within the Applied Leadership Skills course, within this course the student writes a formal thesis paper focused on a relevant climate justice leadership topic. The thesis paper will be centered upon a unique thesis
apply these to their intended focus of study.

theory and methodology of interdisciplinary studies and learn to
self-designed educational journey. Students are introduced to the
coursework, inner and outer experiences, and practices to fulfill their
create a Learning Agreement, which is a statement of authentic
hands" model of contemplative interdisciplinary studies, students
program of studies at Naropa. Guided by the "heart, head, and
social justice models of higher education, students formulate a
an exploration of traditional, integrative, contemplative, and
processes of the Interdisciplinary Studies BA major. Through
The gateway course introduces students to the purpose and
The Gateway Seminar (3.0)
INTD301
Introduction to Gender and Women's Studies (3.0)
Gender and women's studies begins with Hanisch's premise that the
personal is political as a means of thinking about personal issues as broader political and structural issues, resulting in various levels of privilege and oppression. We investigate first-wave feminism, second-wave concerns and critiques, and third-wave ideologies and queer theories. We examine the constructed nature of gender and identity via historical, theoretical, and cross-cultural texts to develop conscious approaches to thinking about the intersections of race, sexuality, and class. In addition, the course seeks to sharpen our critical awareness of how gender operates in cultural contexts and in our own lives in order to participate in social change. We read a diverse group of historical and contemporary feminist and queer writers, activists, and theorists.

INTD310
Feminist and Queer Theory Methods of Inquiry (3.0)
Feminist and queer scholarship informs methods of information gathering and distribution, and challenges philosophies of science and how science has begun to address these challenges. The course examines how feminist, queer, and contemplative ways of knowing can inform the research process and explores postcolonial, diasporic, and critical race perspectives on feminist epistemology. Students take a contemplative tour through diverse methods of inquiry, including but not limited to memoir, observation, participant observation, archival research, and experimentation. Through personal reflection and observation of gender in the world, students create diverse work products that both bear witness to gender in the everyday world and stand in resistance to oppressive power structures.

INTD325
Interdisciplinary Studies BA Program Retreat (1.0)
This weekend retreat at the Shambhala Mountain Center takes place at the beginning of each fall semester. Engaging in contemplative practices together connects students to Naropa's spiritual and cultural roots, instills a sense of community with faculty and peers, and restores energy and balance for the new academic year. This weekend intensive experience creates a space for dialogue and reflection about students' evolving interdisciplinary studies program. Interdisciplinary Studies majors are required to attend at least one retreat during their program. Open to declared INTD majors with at least 30 credits. Course fee.

INTD380
Capstone I: Thesis Proposal Development (3.0)
This course aims to foster INTD research methods by providing students with skills necessary for work in their chosen areas of study, through a critical comparative examination of the practices, protocols, theories, and methods of disciplinary education as these have developed intellectually and institutionally over the past several centuries. In systematically comparing the methods and rhetorical strategies of different disciplines, and focusing upon the history of modern educational practices, the course develops critical thinking and research skills essential to laying a foundation for work during the subsequent thesis-writing semester. At the same time, the seminar fosters the community-building work of interdisciplinary studies as a contemplative forum for the discussion of broad academic issues confronting university education today. Prerequisite: COR115.

INTD480
Capstone II: Thesis Research and Writing (3.0)
The final component of the Bachelor of Arts program, the Capstone Seminar is designed to guide students through their senior thesis, a scholarly paper with annotated bibliography and a portfolio of course work that reflects the student’s cumulative knowledge at the end of the degree program. This thesis is evaluated by two mentors from the student’s chosen fields of study, as well as by the chair of Interdisciplinary Studies. Prerequisite: INTD301 for INTD majors only. Open to INTD and PAX majors only.
Music

MUS103
Afro Pop Ensemble (3.0)
From Jiti to Jitjive, this ensemble learns and performs contemporary popular music of Africa. Precise rhythms and lively singing are the backbone of the ensemble. All instruments are welcome, and there’s plenty of room for those who don’t play a standard Western instrument. Be prepared to sing!

MUS490
Special Topics Seminar (3.0)
The Special Topics Seminar investigates the application of theories and methods of interdisciplinarity to specific historical, critical, and theoretical issues and problems. Specific topics are announced each semester.

Fall 2017: The Hybrid: We research hybridity to create both a vocabulary and an environment for our own projects and concerns. What is a hybrid form? Answering this question depends upon research across and into other disciplines. To this end, the course includes encountering works by writers, artists, philosophers, and practitioners who occupy or navigate or devour or think the space where one way of writing [being] [doing] is becoming another, or joining with another, in diverse ways. In our own writing for this class, we will generate templates for, then build, a hybrid project. The method of instruction for this class combines short lectures with class discussion, workshops, and in-class experiments.

MUS140
Keyboard Studio (3.0)
This course teaches basic piano skills to the aspiring singer, pianist, keyboardist, or music producer in a class setting. During class time each student is provided with their own keyboard and headphones; students are expected to practice outside of class using Naropa’s practice rooms. Students learn chords, keys, riffs, and improvisational techniques specific to modern genres: pop; rock; jazz; soul; Latin; and so forth. In turn, students learn to read basic piano music and how to play from chord charts and “fake” books. Throughout the course, MIDI is utilized to record tracks to the computer for both music production and notational purposes. By the end of the course, students will know how to play in a variety of basic musical genres and how to use the keyboard to create music with a computer.

MUS150
Solo Singing in Style (3.0)
Students explore voice technique through specific musical styles and the voice qualities attributed to them. The semester breaks into seven units organized by genre: folk; jazz; pop/rock; R&B/blues; theater; opera; and student’s choice. Students pick literature for each style and prepare a performance every two weeks. The class is focused on group learning, with private coaching available throughout the semester. Using voice and body awareness exercises, students learn to breathe and move freely, locate and master the use of specific vocal tract structures, and perform with confidence and clarity of expression. By the end of the class, students will know how to care for their voices, how to use their voices expressively in multiple styles, and how to discover their own authentic vocal instrument.

MUS160
Creative Music Workshop (2.0)
Creative Music Workshop is a nine-day intensive that places non-stylistic improvisation at the center of musical learning. Students discover their confidence, discernment, and wakefulness through classes in creative process, ensemble, like instruments, meditation, and body-mind practices. Throughout the intensive, students and faculty present public concerts featuring “spontaneous compositions” and works devised during the workshop. To satisfy the Artistic Process Core Area Requirement, this course must be taken for a letter grade. Upon request, this course can be taken for a pass/fail grade.

MUS200
Musicianship I: Musical Beginnings (3.0)
An introduction to the creative path of the musician. Students sharpen their perception of pitch and rhythm, expand their understanding of music theory (including its limitations), and explore awareness practice as the foundation of musical creativity. Open to beginners and others interested in brushing up on basic skills while deepening their creative agency.
MUS208
Naropa Chorus (3.0)
In an atmosphere of discovery and experimentation, students explore the fundamental human experience of singing in a group. The class will determine what music to perform, generating arrangements and pieces through collaboration and improvisation. In addition, music from different periods of history and vocal styles will be introduced. Naropa Chorus has an emphasis on the deep listening of one’s intuition and expressing it through the voice in the greater context of a group; we will pay close attention to what is going on both internally and externally and respond to both. Participants must be able to carry a tune. The ability to read music is helpful, but not essential.

MUS210
Musicianship II: The Practice of Notation (3.0)
The discipline and practice of Western music notation. Through games, exercises, improvisation, and composition, students develop sight-reading, aural skills, and an understanding of the basic principles of music theory. Topics include intervals, key signatures, major and minor scales, triads, and simple and compound meter. Prerequisite: MUS200 or equivalent.

MUS215
Rhythm Hemispheres: World Percussion Traditions (3.0)
Introduction to a wide scope of musical traditions as embodied in the study of percussion. The course covers world percussive traditions, including African, Asian, Indian, South American, North American, and European traditions from a variety of periods of music history. Different traditions and periods are covered from year to year. The ability to read music is helpful, but not essential.

MUS225
Balinese Gamelan Orchestra (3.0)
This class provides an introduction to the traditional music of Bali using Naropa University’s Gamelan Orchestra. Gamelan is a musical form dominated by percussion instruments similar to the xylophone, as well as drums, gongs, cymbals, Gamelan flutes, and voice. Gamelan is often used to accompany dance, theater, or puppetry. The Gamelan Orchestra appears in concert at the end of each semester. No previous experience is required.

MUS230
Improvisation (3.0)
Improvisation is the disciplined practice of awareness, precision, and generosity. Through open playing, exercises, and simple composition, students explore various means of individual and group creativity. In this class, we learn by doing!

MUS245
The Evolution of Western Music (3.0)
A media-rich course that traces the evolution of contemporary Western music. Beginning with current trends, we reach into two thousand years of history, uncovering Western music’s roots and the cultural and historical contexts in which it evolved. The first half of the semester focuses on the divergent musical landscape of the twenty-first and twentieth centuries and the co-development of the recording industry, while the second half begins in the Romantic period and digs down to the Renaissance and Middle Ages, predominantly covering Europe’s “classical” tradition and some discussion of its “folk” traditions. Special attention is paid to focused listening. By the end of the course, students have a deep understanding of the reasons why Western music sounds as it does today.

MUS248
Music Program Retreat (0.5)
The Music Program Retreat is a one-day gathering of Music majors, minors, and faculty in the Music suite of Nalanda. Occurring every semester, majors must attend the retreat at least four times during their program. The retreat acts as an orientation for new students and a “check-in” for ongoing majors. Throughout the day we explore the connections between mindfulness, music, and community through sitting practice, solo performance, group collaboration, and improvisation. Students and faculty discuss the business of music as well as best practices for the equipment and rooms in the Music suite. Finally, students are provided with the skills necessary to set realistic goals and intentions for their musical journey, through several one-on-one meetings with faculty. Open to Music majors and minors only.

MUS250
Music Cultures of the World (3.0)
An introduction to the sound of the world through the music of many cultures. Students gain a basic understanding of ethnomusicology, and an appreciation of the wisdom and beauty of music from a multicultural perspective. This includes a comparative introduction to basic musical principles including rhythm, melody, harmony, and instrumentation from different cultures and traditions. We explore multifaceted contexts for music: work and play, ceremony and ritual. This course offers students insight into our human heritage through a broad overview of human music making. Open to all students.

MUS260
Listening to Jazz (3.0)
Open to all students, this class examines the multifaceted traditions of jazz, arguably the most significant musical development of the twentieth century. Through readings and by listening to recorded examples and to live music, students explore the cultural and artistic elements of this richly expressive musical form.

MUS265
Jazz Ensemble (3.0)
Jazz performance ranges from the complex compositions and arrangements of Duke Ellington to the colorfully expressive “free jazz” of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz, including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the term. Students audition with the instructor on the first day of class.
MUS270
Jam Band (3.0)
This traditional rock outfit explores charts and arrangements from well-known bands across the twentieth and twenty-first centuries. While engaging deeply in ensemble dynamics and collaboration, students learn the fundamentals of performing rock, soul, and funk. Though improvisation is inherent to this music, the focus will be on mastering existing literature and song forms, much like a cover band. Instruments and some instrumental skill are required.

MUS275
Producing Music with Ableton Live (3.0)
Using Ableton Live’s audio and MIDI sequencing software, students learn the basics of musical production for the studio and live performance. Through the software’s intuitive design, students explore digital synthesis, sampling, sequencing, beat-matching, MIDI recording and editing, and an extensive array of audio effects: compression; limiting; distortion; EQ; reverb; delay; etc. In turn, students learn to recognize and utilize the production and compositional techniques used in the musical styles of their choosing. By the end of the course, students will have a broad range of understanding and skills applicable to any number of musical worlds: EDM; ambient electronica; R&B; DJ’ing; pop; film scoring; sound design; sound installation; and more.

MUS280
Recording Studio I: Introduction to Music Technology (3.0)
In this class we develop an understanding of the basic principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern is the hands-on use of microphones, signal and dynamic processors, and multitrack recording equipment both as creative and archival tools. We also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required.

MUS360
Musicianship III: The Art of the Chart (3.0)
Students read, write, and perform musical charts with a special emphasis on sight-reading techniques and improvisation. Topics include seventh chords and chord-extensions, chord progressions, mixed meter, non-harmonic tones, tonicization, and chord/scale theory. Prerequisite: MUS210 or equivalent.

MUS370
Musicianship IV: Arranging and Orchestrating (3.0)
Students create written arrangements for larger ensembles exploring contemporary uses of instrumentation and reharmonization. Topics include altered extensions, modal borrowing, chord substitution, conducting, large-scale form, polymeter, and score/part preparation. Prerequisite MUS360 or equivalent.

MUS380
Recording Studio II: Technology and Creativity (3.0)
Students explore and experiment with the tools of the recording studio and their role in the creative process. Advanced recording and studio techniques are applied. Particular emphasis is given to the use of signal processing (equalization and effects) and digital editing, and the creative opportunities provided by these technologies. Group and individual projects are the means through which we foster creativity and its evolution. Prerequisite: MUS280.

MUS397
Private Music Lessons (0.5-3.0)
Private Music Lessons are available for variable credit (0.5-3), based on the number of contact hours per arrangement with the instructor. Restrictions apply as to who may take Private Music Lessons for credit. See Private Music Lesson Application for further details.

MUS400
Composition (3.0)
The content and direction of this course are determined largely by the interests of those enrolled. Alone and together, we explore a variety of unconventional approaches to composition, helping each other diversify as we go. Possible avenues include multitrack recording techniques, alternative intonation systems, and composing for dance, theatre, and film. Knowledge of conventional music theory and notation and skill on particular instruments is welcome, but not required.

MUS420
Naropa Composers and Improvisers Orchestra (3.0)
An advanced level of performance ensemble that generates and performs students’ original music and interdisciplinary work. The orchestra develops compositions and improvisational structures based on the contemplative principles and awareness practices offered in the Music program, and prepares these pieces for performance at the Works in Progress concert, the Student Arts Concert, and other venues of our choosing. Prerequisite: MUS230 or MUS400. Others considered by audition.

MUS485
Senior Project (3.0)
Senior Project represents the fruition of a student’s work at Naropa and affords students the opportunity to successfully demonstrate the learning objectives of the Music program. Students independently design and execute a performance, recording, or other creative project that incorporates vital elements of musicianship and creativity acquired in their training at Naropa. Elements include selecting, arranging, or composing the works to be presented; assembling and rehearsing a performance ensemble; lighting and sound design; publicity and other aspects of performance; recording; and/or scholarship. This course is geared specifically toward offering students an opportunity to present their creative vision and to provide students with a benchmark in their development as musicians in the world beyond the university. Open to Music majors only.
The Special Topics Seminar investigates specific applications of theories and methods of music not offered in other courses. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate students.

Fall 2017 This course explores the origins of Rock n' Roll: the places, people and politics that gave rise to the tide that brought dynamic changes to the cultural fabric of our country beyond anything previously imagined. We will explore the basic meanings of "Rock" and "Roll" and the necessities that drove this music forward. We will hear from the people who created it, played it, stole it, sold it, owned it and dominated it. We will investigate the context in which Rock n' Roll was born and flourished, the ways it has moved forward into the 21st century and the changes it has wrought in our everyday lives.

MUS499
Independent Study: Music (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Naropa Core Curriculum
COR101
Living and Learning Community (1.0)
This one credit course is designed to support students’ transition into Naropa University through the experience of a Living and Learning Community within the residence hall. This course emphasizes community building and engagement, fostering connections among students and faculty by creating an intentional learning community. Specific topics vary by course section based on the theme of each Living and Learning Community. This course is taken for pass/fail credit. Course materials fee.

COR110
Writing Seminar I: Art of the Engaged Writer (3.0)
This course is designed to meet students where they are as writers and stretch their thinking and writing in new directions. Students focus on the creative alongside the critical, the imaginative next to the academic. Conducted in workshop format, the course helps students develop skills in both first-person inquiry and formally constructed essays. Students explore a number of generative and probative writing experiments to locate, identify, and develop ideas, employing different registers of critical thinking and reasoning about the topics. Finally, each written piece goes through multiple drafts as students become objective workshop readers who critique in a supportive manner.

COR113
First Year Seminar: Self and Community in a Complex World (6.0)
An integrative introduction to contemplative education at Naropa University. In this course, students explore the basic perspectives and practices of contemplative education, and how this approach can be applied to real world problems. Students are asked to grow their self-awareness and understanding of the world through introspection, academic reflection, and through encountering difference. Students develop a solid foundation for success in this introduction to college life and the specific methods and disciplines of a Naropa education.

COR115
Writing Seminar II: Art of the Scholar (3.0)
In Writing Seminar I, students focused their writing on “starting where you are,” what Chogyam Trungpa Rinpoche calls “having to meet yourself,” and then developed critical thinking and writing skills. In Writing Seminar II, students meet themselves not only as writers, but also as burgeoning scholars and as engaged learners to explore the richness of our humanity. They practice the art of scholarly investigation that will support their undergraduate education. We'll begin with personal inquiry that spurs a multidisciplinary research investigation, incorporating research strategies and presentation skills along the way. Students in all sections practice the basics of scholarly investigation and argumentation, building a set of skills they will need and will refine throughout their undergraduate education. The semester culminates in a seven to eight-page research paper, the topic of which is suggested through class discussions. Students enrolling in Writing Seminar II must have taken and passed Writing Seminar I or the equivalent.

COR130
Contemplative Learning Seminar: Naropa’s Roots and Branches (3.0)
The Contemplative Learning Seminar introduces the tradition of contemplative education at Naropa University. In this course, students explore the basic perspectives and practices of contemplative education, and how this approach can be applied to real world problems. Students are asked to grow their self-awareness and understanding of the world through introspection, academic reflection, and through encountering difference. Students develop a solid foundation for success in this introduction to college life and the specific methods and disciplines of a Naropa education.

COR150
Diversity Seminar (3.0)
The Diversity Seminar emphasizes the development of knowledge, critical thinking, analytical skills, and interpersonal and intergroup interactions necessary for living and working in a society characterized by diversity. Students engage in inquiry and analysis of the complexities of multiple and competing theories of race, class, gender, ethnicity, disability, age, sexuality, nationality, and religion, and how they shape and are shaped by social and cultural life in the United States. Through diversity and contemplative
education, students can awaken a greater understanding of others, and develop self-understanding and understanding of self in relation to others, in order to promote ethical behaviors and values that support a diverse world.

**COR215**
**Leadership and Service: Alternative Break (3.0)**
Students in this course deepen their understanding of the theoretical and practical means of engaging in social action, social change, and coalition building. Through weekly classes and participation in a week-long, intensive service-learning trip over their spring breaks, students examine the possibilities and limitations of service and service-learning while exploring group dynamics and examining the historical, contemporary, social, political, and cultural dynamics relevant to the service site. Course fee.

**COR220**
**Community-based Learning and Action (3.0)**
The purpose of this course is to engage “big questions” and issues through community-based learning. The course is designed as a laboratory for students to identify and articulate their own values, commitments, and gifts and to deepen their understanding of local and global initiatives that foster social justice, innovation, and environmental sustainability. Joining theory and practice, we explore practices that range from bearing witness and loving-kindness to social entrepreneurship, storytelling, service learning, and political participation. We extend the classroom into the community through field trips and partnerships with local community groups and invite scholars, activists, and community leaders from diverse locations into the classroom. Assignments are designed to cultivate inner resources such as curiosity, courage, and resilience and to enhance knowledge and skills to address real-world challenges. While the topics may vary by semester, class projects aim for reciprocity, maximizing the potential for student learning and benefitting local communities. Course fee.

**COR325**
**Service Trip Design and Leadership: Alternative Break (3.0)**
Students in this course actively engage in the concepts, issues, and tasks integral to effective leadership for COR215 Alternative Break service-learning course/trips. Through weekly classes and participation in an intensive weekend service-learning trip during the semester, students build skills in reflection, fund-raising, sponsorship, budgeting, group dynamics, experiential learning, and education. Course activities deepen students’ understanding of the key components of an Alternative Break, preparing them to design an Alternative Break proposal and act as leaders for the program. Final proposals serve as the culminating project of this course and are submitted for review by the Alternative Break Committee, and students will have the opportunity to lead their trips at Naropa if selected. Course fee.

**COR350**
**Design Thinking for Personal and Social Change (3.0)**
How can you open your mind-and your options-when you envision your vocational choices after Naropa? In this project-based course, students learn about and incorporate Design Thinking, a method which encourages observation, empathy, and curiosity along with radical collaboration and a bias toward action. Using Design Thinking, students learn to apply frameworks, tools, and practices for “leading from the emerging future.” You explore the nuances and complexities of vocation: right livelihood, meaning-making, money-making, and the desire to be of service. You engage in conversations with mentors, practice interviewing and resume writing, build professional networks, design and produce a podcast. The course includes sources from diverse professional backgrounds and social locations.

**COR360**
**The Lion’s Roar: Writing for Publication (3.0)**
This course provides in-depth instruction, support, and practice in writing about contemporary Buddhist topics for the online journal The Lion’s Roar. Students engage in the complete arc of writing for publication, from developing ideas for stories, to researching, interviewing, drafting, and providing and receiving feedback, and finally revising and submitting their work for publication. The dual focus of the course is the practice and process of writing in a real-world context as well as the representation of Buddhism in the contemporary popular culture platform of an online journal. Students develop a deeper understanding of their own writing process and authorial voice. They also deepen their insight into ways to present Buddhism to a mainstream audience.

**COR450**
**Internship (3.0)**
The internship provides students with opportunities to deepen their understanding of the practical means of working for social change, by working on projects that require a range of skills: grassroots organizing; coalition building; lobbying, policy research; grant-writing; and fund-raising. Students may pursue internships that build on prior experience or pursue a new direction. A wide range of internships are possible, although only sites that are committed to providing an education experience and can meet Naropa’s additional requirements are candidates. This course is co-scheduled with PAX450. Prerequisite: COR113 or COR130.

**LCOR110**
**Practice and Community I (3.0)**
The practice of being in community is one of the most profound teachings of the LEAPYEAR program. An essential adjunct to living in conscious community is the study of contemplative or inner-directed practices that help the individual become more at home within themselves and with others. Students learn to define and live within clear agreements, learn the skills of clear communication and conflict resolution, and engage in daily contemplative practice while on retreat and while traveling together in unfamiliar countries through unfamiliar terrain-both inner and outer. Students learn practices that support growing self-awareness and self-acceptance, which are cornerstones of conscious community.
LCOR120
Cultural Immersion: Nepal/India (6.0)
Nine (or more) weeks of extended field study in Nepal and northern and southern India, giving direct exposure to the people and culture through spiritual study; Hindu, Tibetan Buddhist, and Muslim homestays; social service and environmental work; and individual internships. Through these activities, students engage in activism through service work; develop an awareness of their relationships to different cultures and of the Westernizing of cultures; learn what steps can be taken to begin to identify and work with this; and learn how to utilize available resources positively and effectively. Additional topics include culture shock, languages (Hindi or Tibetan), cultural differences, the effects of privilege, karma, and the caste system. Opportunities abound for concentration on each student’s individual interests. Students identify their own cultural assumptions as well as learn skills to travel effectively and cooperatively within a group. Travel and study in Nepal and India includes scholarly research prior to traveling, as well as written and oral presentations after returning to the U.S.

LCOR121
Spanish Language Immersion (6.0)
Nine (or more) weeks of study of the Spanish Language: four weeks of classroom study and nine weeks of cultural immersion in Central and South America. Students learn with native teachers for two two-week intensives in group and one-on-one settings. Afternoons are spent doing volunteer community service, and students live with homestay families in Central and South America for a cumulative total of eighty hours of one-on-one language instruction. The remaining six weeks are spent living, working, and traveling with native Spanish speakers. The design of the course cultivates fluency in conversational Spanish, engaging students in the practice of speaking Spanish for nine weeks abroad.

LCOR125
Wisdom Traditions of Nepal/India (6.0)
Students learn about the wisdom traditions and spiritual practices of Nepal, North India, and South India while living in intentional communities focusing on Hatha Yoga, Buddhist meditation, and Karma Yoga (selfless service). Students explore practices that provide opportunities for intrapersonal and interpersonal learning as part of their own personal journeys, discovering their own biases and spiritual beliefs, as well as exploring the value of integrating Western and Eastern philosophies. Nine (or more) weeks of travel and study in Nepal and India is bracketed by two nine-day residential seminars in the United States, giving students time to prepare for their travels, and to reflect on and integrate their experiences upon returning.

LCOR126
Cultural Immersion: Latin America (6.0)
Nine (or more) weeks of field study with direct exposure to the people and cultures of Central and South America through volunteer work, homestays, environmental work, wildlife conservation, and trekking. Through these activities students cultivate awareness of their relationships to other cultures, and learn about activism through service work and of the positive and negative impacts of North American culture. Additional topics include culture shock, cultural differences, the effects of privilege, and work ethics. Opportunities abound for concentration on each student’s individual interests. Students identify their own cultural assumptions as well as learn the skills to travel effectively and cooperatively within a group. Travel and study in Latin America is bracketed by two nine-day seminars in the United States, giving students time to prepare for their travels, and upon returning, giving time for reflection on and integration of their experiences.

LCOR140
The Whole Human Being (6.0)
An exploration of the journey into adulthood in the context of learning what it means to live a life of balance and purpose. Students experientially explore the body-mind continuum and integrate contemplative practices with study of the development and evolution of the human being. Course work includes daily workshops on integrity, communication, health, emotional literacy, somatic awareness, and the place of creativity in an embodied life. Students learn a variety of communication tools as they work to improve their own fluency in effective communication, emotional literacy, creativity, and intuition. A four-day rite of passage is the capstone of the course.

LCOR155
The World as Classroom (4.0)
Students spend four months exploring options and choosing a twelve-week individual internship from over 6,300 opportunities in 126 countries. The internship is focused on service work, career exploration, language acquisition, and learning job skills specific to a field of developing interest. This twelve-week independent journey exposes the student to diverse cultures, broadens their horizons, and deepens their understanding of diverse worldviews. Each student focuses on being a voice for positive change at the juncture where their deep gladness meets the world’s need. Working independently in the world for three months allows each student to identify and work with their strengths and challenges in the areas of work ethic, personal motivation, and self-presentation. Successful completion of this course satisfies the COR220 Community-based Learning and Action Core Seminar requirement.

LCOR160
Being the Change (2.0)
Students practice skills needed to be the change they wish to see in the world (Gandhi) by exploring and learning to translate their dreams into action in the world during their three-month individual internship. While completing their individual internship, students identify a way they can improve some aspect of life at their sponsor organization. They take their idea and see it through to a practical outcome while studying the power of setting intentions and life path visioning. Embedded in their chosen project is an exploration of learning and transforming education to serve the creativity of each student. Students explore cultural context, historical context, educational context, gender differences, and movements where
Peace Studies

PAX250
Introduction to Peace and Conflict Studies (3.0)
Key questions in the field of peace and conflict studies are investigated: What are the causes and conditions of violence and the conditions that foster peace and social justice? What is the difference between negative and positive peace? How do ordinary citizens, non-governmental organizations, and international organizations contribute to peacebuilding? What are the ethical values and practical tools of peacebuilders across cultures and traditions? The aim of the course is to deepen understanding of peace research and initiatives as well as the root causes of violence.

PAX327
Law, Human Rights, and Social Change (3.0)
Selected aspects of U.S. law, legal institutions, and traditions are surveyed, with a view toward understanding how they respond to and effect social change. The course examines landmark court cases, such as Miranda v. Arizona, Roe v. Wade, and Brown v. Board of Education, that demonstrate how the judicial branch of government affects everyday life and develops, shapes, and enforces social policy. We also consider how the United States is, or is not, influenced by international treaties such as the Universal Declaration of Human Rights (UDHR) and the Geneva Convention. Students are introduced to and practice legal skills, such as case law analysis, advocacy, issue analysis, fact/evidence selection and relevance, and the ability to examine and argue both sides of an issue. Prerequisite: COR115.

PAX335
Socially Engaged Spirituality (3.0)
A study of varied traditions and ways of articulating socially engaged spirituality from historical and contemporary perspectives. The lives and work of Gandhi and King are used as reference points, and examples from around the globe engage students in understanding the dynamics of socially engaged spirituality in different settings and in their own lives. As they investigate the relationship between personal and social transformation, students develop a personal dialogue with selected peacemakers and justice seekers. Assignments encourage students to clarify their own ethical principles and commitments, deepening the inquiry through shared exploration. Source material may range from autobiography and biography to literary texts and film. Methods include individual and group contemplative practices, community-based fieldwork, and creative expression.

PAX340
Conflict Transformation: Theory and Practice (3.0)
An exploration of theories and practices of conflict transformation in a range of settings and locations. The course examines interpersonal and structural dynamics of conflict, building skills to work effectively with individuals and small groups, and studying attempts to end cycles of violence, revenge, and trauma at the national and international level. We investigate our own assumptions about conflict, the potency of cultural and religious differences, the complexities of intervention, and the possibility of transformation. We consider the role of curiosity, creativity, and the moral imagination in peacebuilding. Students in this course write and produce original digital stories and acquire beginning level skills in mediation. Prerequisite: COR113 or COR130.

PAX345
Skills for Peacebuilding: Leadership, Restorative Justice, and Dialogue (3.0)
An exploration of the principles, practices, and ethical foundations of community leadership, restorative justice, and dialogue. The course examines historical and contemporary models of leadership, gleaning insights students can apply to their own lives. We approach restorative justice as a philosophy and a practice, with special attention to local restorative justice initiatives. As we investigate theories and practices of dialogue at the local, national, and international level, students gain practical experience in designing, facilitating, and evaluating dialogues. Methods may include small group discussion, experiential activities, and community service on local restorative justice panels. Each student completes an individual or group leadership project. Prerequisite: COR113 or COR130.

PAX360
Global Studies Seminar (3.0)
This course introduces students to theoretical approaches and key concepts to illuminate contemporary global issues. Themes will vary from semester to semester but may include globalization, geopolitics and nationalism, international food politics, gender equity, human rights, and humanitarian intervention and refugees. Using a case study approach, we will explore themes in regional contexts, which will vary depending on current hot spots and the areas of specialization of the instructor.

PAX370
Social Innovation and Entrepreneurship (3.0)
This interdisciplinary seminar introduces students to the emerging field of social entrepreneurship through readings, case studies, guest lectures, films, and field trips. As we examine the history and methods, challenges, and opportunities of local and global social entrepreneurs and innovators, we elicit our own bold visions for the future. We engage the local community as an incubator of social innovation, exploring the role of creativity, collaboration, courage, and compassion in social entrepreneurship. Students in this course build practical skills, developing business plans and models for ventures that address social challenges in education, health care, human rights, and food security, among others. Students from all disciplines who seek to build capacity as visionary, pragmatic change agents are welcome.
PAX450
Internship (3.0)
The internship provides students with opportunities to deepen their understanding of the practical means of working for social change by working on projects that require a range of skills: grassroots organizing; coalition building; lobbying; policy research; grant-writing; and fund-raising. Students may pursue internships that build on prior experience or pursue a new direction. Internship placements range from community-based media to restorative justice initiatives and to educational organizations working on issues of social justice, peace, human rights, and environmental sustainability. The internship culminates in presentations in which students bring back new knowledge and skills to the Naropa community. Prerequisites: COR115, COR 220, COR130, and COR150 or COR113.

PAX499
Independent Study: Peace Studies (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Performing Arts
PAR100
Wisdom of the Body (3.0)
This course is a beginning performance studies class exploring movement, voice, and creativity. What is the feeling of being "embodied"? How do we synchronize the body and mind? The embodied approach to performance grows out of a non-dualistic experience of the body/mind. Through gentle and precise physical exercises and improvisation, we will look at performance presence, precision, and impulse. We will enter the world of improvisational delight to integrate and explore the creative edges of the "unknown." This course provides an opportunity for students with no previous dance or theater experience to explore a range of creative and contemplative processes that serve as gateways to further training in performance. The development of individual presence and awareness of the dynamics of ensemble is emphasized throughout the semester. This course serves as a prerequisite to PAR dance and theater courses, [a BFA gateway course], and is for students interested in embodied creative process and performance skills.

PAR101
Experiential Anatomy (3.0)
This course provides a framework to study the skeletal, organ, muscular, and nervous systems from a Western, scientific, and experiential/personal perspective. Through a combination of anatomical information, guided imagery, improvisation, and movement, the body can become a creative source for artistic response, increased sensory awareness, and body-mind synchronization. Based on the pioneering work of somatic educator, Bonnie Bainbridge Cohen, the originator of Body-Mind Centering(TM), this work is primarily a course in somatic (the study of the soma, or body) techniques of embodiment.

PAR160
Contact Improvisation (3.0)
Contact Improvisation is the spontaneous dance of two or more people moving together while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of Contact Improvisation skills, such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. Skills in individual, partner, and group dances are developed. Both beginners and more experienced contact improvisers are welcome.

PAR210
Acting Studio I (3.0)
This course, the first in a two-part sequence, is designed to introduce and develop basic skills of the actor within an interdisciplinary context. Drawing from both traditional and contemporary acting techniques and including contemplative approaches to performance developed within the Naropa University Performance program, the student actor will develop a personal discipline that brings together physical expressiveness with clarity of inner psychological/emotional states and processes. Within ensemble, skills such as sensory awareness, presence, empathy, stillness, rhythm, intention, and creative imagination will be honed. Students will also be exposed to various lineages of contemporary performance.

PAR220
Dance Lab: Contemporary Dance (3.0)
An entry/intermediate level technical training in both classical and postmodern contemporary dance technique and aesthetic. With a focus on strength through alignment and efficiency in movement, we work to tune the body with awareness and ease, allowing for individual expression in choreographed and improvised dance material. Students are introduced to both classical dance vocabulary and exercises, as well as less conventional techniques for preparatory and extended dance training. Strong attention is given to strength, body placement, space, shape, relaxed precision rhythm, sequence memory, and the ongoing interplay between self and other.

PAR222
Dance of Africa (3.0)
This class teaches dance and rhythm of one or more cultural traditions of Africa. Students learn to hold respect for cultural traditions, including the role dance plays in community, the relationship between student and teacher, and the joys of dance. Students are required to maintain a practice regimen and attend community-sponsored traditional African dance concerts. Students dance hard, have fun, and are required to participate in a performance weekend at the end of the semester. Students
are expected to wear traditional dance costumes for public performances and for class. Materials fee.

PAR230
Preparing the Voice: Breathing Is Meaning (3.0)
This course concentrates on liberating the breath for proper vocal support and healthy voice production. By means of Fitzmaurice Voicework, students bring together the dynamics between body, breath, and voice, the imagination, and language. The work consists of two phases: Destructuring: Through "Tremorwork" (a series of exercises developed by Catherine Fitzmaurice based on the work of Wilhelm Reich) the body re-learns to breathe in the most physiologically efficient way. Students reconcile biology with biography, reducing excess bodily tension and promoting spontaneous free breathing; and Restructuring: This second phase focuses on supporting a vibrant voice that communicates intention and feeling without excess effort.

PAR231
Articulating Sound: Voice and Speech (3.0)
This course builds upon the Fitzmaurice Voicework done in PAR230. Applying the acquired skills in voice production and care, we now focus more intently on resonance, muscularity of articulation, the speaker, and the text and voice as action. Through class work and individual coaching in Fitzmaurice Voicework, actors gain a stronger sense of focus, intention, functionality, and structure in voice production and text interpretation. The course concentrates on assimilating the concept of voice as action, acquiring resonance and a deeper somatic awareness in voice production, and strengthens the relationship of the actor and the text.

PAR240
Rethinking the History of Performance: From Antiquity to the 1700s (3.0)
This course is a survey of the history of theater and performance from early oral and written traditions up to the 1700s. It goes beyond the boundaries of Euro-American perspectives and examines performance in world terms through the lens of theater anthropology. Viewing performance as a natural instinct of humans, this course introduces students to the basics of critical theory. Prerequisite: COR110.

PAR241
Art Movements of the Twentieth Century: Movers, Shakers, and Rule Breakers (3.0)
This course is an experiential research laboratory that aims to familiarize students with significant movements in the arts in the Twentieth century. This course provides a framework for understanding the historical, contextual, and practical bases for contemporary art movements and art makers. Through research and practical application, relevant historical, social, and cultural perspectives that have shaped our current culture and contemporary art world are examined. Prerequisites: COR110 and PAR210 or PAR220.

PAR301
Acting Ensemble (3.0)
Students participate in the preparation, rehearsal, technical production, and performance of a departmental theatrical production. Students must commit to all performance dates; no absences are allowed for any performances scheduled, which will differ from the regularly scheduled class meeting times. Prerequisites: Two 200-level PAR courses, or audition, or instructor approval. Materials fee.

PAR302
Dance Ensemble (3.0)
Students participate in the preparation, rehearsal, technical production, and performance of a departmental dance production. Students must commit to all performance dates; no absences are allowed for any performances scheduled, which will differ from the regular class meeting times. Prerequisites: Two 200-level PAR courses, or by audition, or instructor approval. Materials fee.

PAR310
Acting Studio II (3.0)
Building on the foundational skills acquired in Acting Studio I, students deepen them into dependable performance tools. The training focus is on techniques designed to enable students to create performances that are intelligently conceived, emotionally engaging, and physically precise: action-based script analysis; character creation; emotional crafting; scene study; composition; and devised work techniques. Students explore more fully the lineage of performance, including a deeper exploration of Naropa’s fusion of contemplative traditions. The semester culminates in performances for the larger Naropa University audience. Prerequisite: PAR210 or permission of the instructor.

PAR320
Dance Studio II: Contemporary Dance II (3.0)
A continuation of PAR220 at an intermediate/advanced level, this course focuses on the application and structure of a dance work, and at times, the spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience. Students expand dance vocabulary and exercises as well as less conventional techniques for preparatory and extended dance training. Prerequisite: PAR220 or permission of the instructor.

PAR330
Verse Interpretation (3.0)
This course provides ongoing training in oral interpretation, with special attention to communicating in verse and poetic forms, integrating body, mind, and sound. Through expressive exercises, monologues, and scene work, students develop skills in the areas of articulation, focus, concentration, visualization, and the voice as action. Students learn how to take risks, vocalize, and communicate intention in verse forms, and how to make informed interpretive choices.
PAR331
Prose Interpretation (3.0)
This course provides ongoing training in verbal interpretation, with special attention to communicating in prose, integrating body, mind, and sound. Through expressive exercises, monologues, and scene work, students develop skills in the areas of articulation, focus, concentration, visualization, and the voice as action. Students learn how to take risks, vocalize, and communicate intention in prose form, and how to make informed interpretive choices.

PAR340
Performance Studies: Contemporary Practices (3.0)
The class focuses on using the lens of "performance" to identify ways in which all aspects of human behavior and cultures are performances. Students explore the interstices of practice and theory in performance. Students develop an embodied and performative response to performance theory, and acquire the skills to apply theoretical vocabulary to actual performance. Prerequisite: PAR240, PAR241, or instructor approval.

PAR360
Body/Mind Improvisation: Contemplative Dance Practices (3.0)
Using the four classical postures of mindfulness (lying down, sitting, standing, walking) as themes for endless variations into elegant dancing improvisation, this class explores creating spontaneous composition in the dancing lab. Surrounded by silence, music, and language, alone and together, with breath, posture, slow motion, and unexplained suddenness, we invite many delights! Dancing improvisation is full of opportunities for body-mind integration, "deep play," and ariful incursions. We will practice solos, duets, trios, herds, flocks, and mobs. Prerequisites: any two PAR 200-level courses. Cross-listed with PAR560.

PAR400
Building a Career in the Arts for the Twenty-first Century (3.0)
This course prepares artists to promote, market, and fund their own work and artistic skills effectively. Students learn the basics of project budgeting, promotional materials design, copy and press release writing, grant-writing, event planning, social media integration, the creation of promotional material using a variety of media, donor relations, and working as a teaching artist. Students articulate their mission and goals as an artist, create curriculum vitae outlining their artistic experience, and create press kits/portfolios geared toward their specialized field. In these ways, students learn how to effectively generate interest in their work, providing them with tools to earn a living in an arts field in the twenty-first century.

PAR401
Interarts Performance Practicum (3.0)
This course brings together intermediate and advanced students for performative inquiry and theoretical dialogue in an experimental lab setting. Initially designed for upper-division BFA students in performance, it is now open to students in visual arts, music, writing, and art therapy. In a process grounded in awareness and presence practices, students collaborate across their disciplines to generate new works for live performance, installation, electronic presentation, as well as other forms. Prerequisites: senior-level Arts students or permission of instructor.

PAR460
Improvisation/Composition: Performing It Like It Is (3.0)
A continuation of PAR360, this class sharpens skills and instructions from inside out, to create performances for one another and for communities near and far. Working with the Naropa tradition of "young-warrior-artist-in-training," students discuss confidence in the path of the artist today. The Red Square practice opens the door of intuitive, imaginative, and daring ventures with many partners to collaborate with, including props, costumes, music, noise, and language of all sorts. Focus moves to site-specific events throughout the Naropa campuses. A long accumulation phrase of gestures, etc., are created over the semester as an investigation in both devised choreography and memory. Performances collage together solos, duets, trios, and quintets, also herds and flocks and mobs. Prerequisite: PAR360 or permission of instructor.

PAR490
Special Topics in Performance (3.0)
The door opens on new, experimental, and demanding performance art created with diverse teacher-artists from the Naropa community and nationally. Taking students into unfamiliar and demanding territories that invite them to use everything they have learned, these projects welcome depth of creative process and also those unexpected surprises that come our way! Prerequisite: Any two PAR 200-level courses or by permission of the instructor.

PAR499
Independent Study: Performing Arts (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

PAR521
Contemplative Dance Practice (3.0)
Sourced in the practices of sitting and walking mindfulness meditation, contemplative dance finds the dance every body knows. We sit, move, write—investigating the mind-body landscape. Alone and together we learn the spontaneous delights within stillness, and in any moment. Through deep play, we ignite the many layers of knowing and explore the boundaries between our art, meditation, and ordinary life. Some previous experience in meditation/dance is helpful. This class is open to sophomores and above. Cross-listed as PAR321.
PAR560
Body/Mind Improvisation: Contemplative Dance Practices (3.0)
Using the four classical postures of mindfulness (lying down, sitting, standing, walking) as themes for endless variations into elegant dancing improvisation, this class explores creating spontaneous composition in the dancing lab. Surrounded by silence, music, and language, alone and together, with breath, posture, slow motion, and unexplained suddenness, we invite many delights! Dancing improvisation is full of opportunities for body/mind integration, ‘deep play’, and artful incursions. We will practice solos, duets, and trios and herds, flocks, mobs. Cross-listed with PAR 360.

Psych - BA Contemplative

PSYB100
Anatomy: Learning Through the Senses (3.0)
A traditional approach to the study of normal human anatomy, rooted in the conventional science of anatomy, studying the structure and subsequent function of the major body systems: skeletal; muscular; nervous; endocrine; immune; digestive; blood; cardiovascular; respiratory; urinary; and reproductive systems. Some practical understanding of these major systems is given from a naturopathic physician/acupuncturist’s perspective. One class briefly introduces energetic systems of anatomy (e.g. meridians, chakras). Special fee to cover two optional visits to a cadaver lab. Fee will be refunded if student chooses not to participate.

PSYB101
Introduction to Western Psychology (3.0)
This survey course explores psychology as it has developed in the Western world. Students learn to better understand mental life and behavior by studying diverse Western traditions that range from laboratory science to the intuitive clinical work involving clients and therapist. Topics covered include brain function, consciousness, perception, learning, thought, maturation, emotion, personality, mental illness, and therapy. Understanding of these topics is deepened by critically evaluating Western psychological frameworks with respect to each student’s experience.

PSYB208
Embodying Process and the Individual (3.0)
The body is the vessel of emotions, the vehicle for actions, and the tool of perceptions. Culturally, we have been trained to ignore bodily processes. This class examines the role of bodily experience. By studying sensation, energy, emotion, perception, movement, breath, speech, and touch, students cultivate an ongoing individual practice of embodiment.

PSYB209
Herbal Medicine (3.0)
This course offers an introduction to the use of food, herbs, and other natural remedies to experience vital health. Students learn to make a few simple herbal preparations, and discuss herb safety and proper dosages. Topics include herbal history, food as medicine, reproductive health, emotional health, children’s health, addictions, psychoactive plants, aromatherapy, color therapy, feng shui, and careers in natural medicine. The class has an East-West approach and enables students to use plants and other natural therapies for their own health as well as for helping others.

PSYB225
Family Systems (3.0)
An investigation of the family as a system, that has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the student’s understanding of their family of origin and the families of others. The course provides an introduction to the history of family therapy and to the major theorists in the field. A variety of family structures are explored from different therapeutic models. The course combines readings, lectures, discussions, and experiential exercises. Open to all students with 30+ credits.

PSYB234
Perception (3.0)
The senses - sight, hearing, taste, smell, touch, and bodily sensations - give our minds access to the world. Students practice contemplative sensory awareness by attending to nuances and details of their own experience. Reflections are documented in student journals. Introspection (direct observation of conscious experience) joins scientific understanding of perceptual processes in laboratory exercises, lectures, and discussion. Findings from modern research on perception and attention provide a more complete understanding of the embodied nature of subjective experience. Materials fee.

PSYB239
Nutrition (3.0)
Students learn basic human physical nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the twentieth and twenty-first centuries; direct experience; and intuition. Students acquire information and tools to determine a diet that currently suits them, as well as how to alter that diet as personal health requirements change. We study the dietary changes in the twentieth century that underlie the most common causes of chronic disease and death. Nutritional strategies are studied to prevent those diseases.

PSYB255
Body-Mind Centering (3.0)
This class focuses on the relationship between the body and mind through basic patterns of movement. Students experience their patterns through guided development and transform movement patterns in both themselves and others. The basis of the work is Body-Mind Centering, movement re-education, and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems and developmental movements, and supports alignment and integration. Open to students with 30+ credits only. Others by permission of the instructor.
**PSYB301**  
Research Methods (3.0)  
This course introduces statistical analysis and research methods used to test theories within psychological science. Students learn the most common techniques for describing data and making inferences in psychological research. Students learn to develop research questions; design rigorous and ethically sound experiments; and collect, analyze, and interpret data. Prerequisite: PSYB101.

**PSYB303**  
Psychology of the Five Elements I (3.0)  
An introduction to the psychological principles and sitting practice of mindfulness-awareness meditation. The meditation is drawn from the Tibetan and Zen Buddhist traditions, as well as the Shambhala teachings of sacred warriornship. By exploring the many ways ego fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101. PSYB100: Anatomy is strongly recommended. Open to students with 30+ credits only. Others by permission of instructor.

**PSYB304**  
Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3.0)  
An introduction to somatic psychology, this course presents a theoretical study of the body-mind continuum. The importance of emotions, movement, perception, and the nature of illness and healing is illustrated by recent scientific theories and findings. By studying how our bodies and psyches weave together, we become aware of their interdependence and can construct more effective therapeutic experiences - both for ourselves and for others. Students learn the fundamental principles of the somatic psychology field and explore, in depth, their relationship with advanced developmental psychology theories. Prerequisite: PSYB101. PSYB100: Anatomy is strongly recommended. Open to students with 60+ credits.

**PSYB314**  
Buddhist Psychology I: Mindfulness Meditation (3.0)  
An introduction to the psychological principles and sitting practice of mindfulness-awareness meditation. The meditation is drawn from the Tibetan and Zen Buddhist traditions, as well as the Shambhala teachings of sacred warriornship. By exploring the many ways ego fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101. Open to Contemplative Psychology, Art Therapy, and Interdisciplinary Studies students with 45+ credits only. Others by permission of instructor.

**PSYB323**  
Psychology of the Five Elements II (3.0)  
Psychology of the Five Elements II is a continuation of the work in PSYB303. Students work more deeply with Five Element theory through practicing pulse reading and identifying color, sound, odor, and emotion as tools to perceive elemental balance or imbalance. We work directly with our current state of physical, mental, and spiritual health.

**PSYB325**  
Buddhist Psychology II: Awakening Compassion (3.0)  
An in-depth examination of the principles of compassionate action, as taught in both the Tibetan tradition of Mahayana Buddhism (the bodhisattva path) and the Western tradition of service to others. Students learn and practice tonglen meditation and the skills of deep listening, empathic attendance, dialog, and servant leadership. Students are required to practice the skill of attending relationship. Prerequisite: PSYB314 or meditation experience with permission of instructor. Open to Contemplative Psychology, Art Therapy, and Interdisciplinary Studies students only. Others by permission of instructor.

**PSYB328**  
Gestalt: Presence (3.0)  
Gestalt, a way of being, is a powerful and provocative method to understand one’s body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop self-knowledge, satisfaction, self-support, and clear boundaries. The course includes readings, lectures, discussions, and experiential exercises on “the nature of being” and ego. Prerequisite: PSYB101. Open to students with 30+ credits only. Others by permission of the instructor.

**PSYB329**  
Approaches to Healing (3.0)  
A basic overview of the theory, practice, and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and discerning when and for what they are appropriate. Students research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field. Open to upper-division students with 60+ credits only.

**PSYB330**  
Introduction to Jungian Psychology (3.0)  
A general introduction to the psychology of C.G. Jung, this course covers Jung’s major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes and the collective unconscious, persona and shadow, anima and animus, the self, individuation, synchronicity, active imagination, and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams, and working toward...
developing a "life myth." Each class combines lecture, discussion, and process, in order to bring meaning and reality to Jung's concepts. Prerequisite: PSYB101 or by permission of instructor. Open to students with 30+ credits.

**PSYB333**

**Hakomi Somatics (3.0)**

Mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself and others. Hakomi Somatics helps bring these beliefs to conscious awareness. The body, with its various patterns, is used to access an intelligence that underlies habitual, limiting patterns which can be recognized and understood. This process allows learning and transformation to occur with the support of mindfulness exercises. Topics include the Hakomi principles, character strategies, boundaries, resources, and somatic psychological skill building, which can be applied to daily life. Upper-division BA students only.

**PSYB343W**

**Contemplative Community Retreat (1.0)**

This two-day retreat at Shambhala Mountain Center takes place every other fall semester. The practices of sitting and walking meditation, tonglen, Maitri Space Awareness, and contemplative play bring students, faculty, and staff together in community with a sense of purpose and friendship. Open to Contemplative Psychology students only. A required retreat orientation occurs in advance of the retreat and serves to prepare students for success in the PSYB343W retreat environment. Co-requisite: PSYB314. Special fee for room and board.

**PSYB345**

**Developmental Psychology (3.0)**

A study of theory in human development from birth through the span of life. Students are introduced to major theorists and discuss the philosophical and practical relationships of ethics to psychology, including cross-cultural issues. Students clarify, formulate, and develop their own beliefs and approaches to human development in relation to these major schools of thought and explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101.

**PSYB350**

**Humanistic Psychology (3.0)**

An exploration of the basic principles of humanistic and existential psychology and psychotherapy. This is the so-called third force in the modern Western tradition of psychology, which emerged after 1940 as an expansion of and alternative to the psychoanalytic and behavioral schools that preceded it. Humanistic psychology emphasizes the authenticity of the therapist as the key factor in promoting the client’s potential for growth and healing. Focus is on the work of Adler, Rogers, and Maslow among the humanists, and the work of Yalom, May, Frankl, Perls, and Bugental among the existentialists. Prerequisite: PSYB101. Open to Contemplative Psychology and Interdisciplinary Studies students only.

**PSYB354**

**Introduction to Transpersonal Psychology (3.0)**

An exploration of the basic principles of transpersonal psychology and psychotherapy. This is the so-called fourth force in the modern Western tradition of psychology, which emerged in the 1960s as an expansion and alternative to the psychoanalytic, behavioral, and humanistic schools that preceded it. Transpersonal, meaning “beyond the persona or mask,” studies human transcendence, wholeness, and transformation. Focus is on the work of Jung, Assagioli, Grof, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens. Prerequisite: PSYB101. Open to students with 60+ credits.

**PSYB355**

**Dynamics of Intimate Relationships (3.0)**

An exploration of multiple approaches to intimate relationships from schools of thought such as feminist psychology, social psychology, attachment theory, counseling psychology, Buddhist and transpersonal psychology, sociology, queer theory, and multicultural and scientific research. Issues discussed include attraction, communication, neurobiology of love, relationship as spiritual path, attachment and family of origin, cultural influences, relationship dysfunction, relationship violence, gender, and sexuality. Through the synthesis of contemplative introspection, critical thinking, and the research and theories explored in class, students will develop their own theories of relationship. Prerequisite: PSYB101. Open to students with 60+ credits.

**PSYB357**

**Cognitive Psychology (3.0)**

This course concerns the study of thought, conscious experience, and associated mental functions. This area of psychological science focuses on the high-level mental processes and related brain activity involved in conscious mental life and unconscious information processing. Specific topics include attention, language, intelligences, imagery, emotion, conceptual knowledge, memory, problem solving, expertise, reasoning, and decision-making. This course emphasizes the perspectives of information processing, cognitive neuroscience, and contemplative psychological science. Prerequisite: PSYB101.

**PSYB359**

**Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)**

Unresolved trauma affects our psychological and physical well-being. This class educates students about the after-effects of trauma, such as the inability to modulate physiological arousal, dissociation, emotional problems, and negative beliefs that often follow traumatic experiences. An experiential class, we explore somatic resources for dealing with trauma and work with the effects of trauma in a group setting. The primary focus is on accessing the body and developing somatic resources to help a person cope with and resolve the symptoms of trauma. This encourages mastery over helpless and overwhelming feelings. Prerequisite: PSYB101.
**PSYB371 Personality Theories (3.0)**

Students explore the development of human personality by studying the theories of major traditional systems of psychology, including psychoanalysis, analytical psychology, behavioral, humanistic, systemic, feminist, and existential models. Students clarify, formulate, and develop their own thoughts and approaches to the psychology of personality in relation to these major theories and explore the relationship of these approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101. Open to students with 45+ credits only.

**PSYB373 Social Psychology (3.0)**

How do attitudes form and change? How do group dynamics influence decision-making? What factors influence altruistic behavior? This course examines concepts and research evidence from areas of social psychology, such as the social self, social influence, cultural variation, attraction, and humanitarian behavior, among others. The underlying variables of mindfulness and arousal are examined as a bridge to the contemplative perspective. Prerequisite: PSYB101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of the instructor.

**PSYB415 Maitri: Working with Emotions (3.0)**

Maitri: Working with Emotions continues the meditation course sequence, introducing the Vajrayana approach to working with emotions through the Five Buddha Family principles. Maitri Space Awareness practice provides a personal experience of these families. Students practice particular postures in specially designed rooms, inviting an exploration of psychological states of mind and emotions such as pride, passion, paranoia, ignorance, and aggression. Approaching these emotions with curiosity and openness, there is the possibility of discovering one's inherent wisdom, compassion, and insight. The course includes weekly lectures, practice in the maitri rooms, and participation in a smaller group to process material more personally. Prerequisite: PSYB315 and PSYB325. Upper-division Contemplative Psychology, Art Therapy, and Interdisciplinary Studies students only. Others by permission of instructor. Special fee for art supplies.

**PSYB420 Abnormal Psychology (3.0)**

Students investigate the merits and liabilities of Western assessment and treatment approaches to psychological problems. We consider the sociocultural contexts in which assessment and treatment approaches are variably formulated and applied. We investigate both transcultural understandings of psychological problems and the wisdom of cultural relativity. Students acquire a solid foundation in traditional Western clinical approaches to mental health as articulated and codified in the DSM-V. Prerequisite: PSYB345, PSYB357, or PSYB371. Open to students with 60+ credits only.

**PSYB425 Field Placement (3.0)**

Students engage in an approved community-based volunteer project. Lectures, dialogue, guest speakers, and experiential activities support students in developing their own vision of socially relevant community-based learning that is culturally sensitive and nurtured by contemplative practice. Students hone previously learned skills in diversity and contemplative practice and apply these to real-world settings. Corequisite: PSYB415. Course fee.

**PSYB430 Exploring Dream Psychology (3.0)**

This course works with dreams in a highly experiential manner and context, using an eclectic variety of perspectives, with an emphasis on Jungian and Gestalt approaches. Students’ dreams are explored in and out of the classroom individually, in small and large group contexts, and with art media. An ongoing dream practice is required, including the creation and maintenance of a dream journal. Students are asked to relate their dream work to their waking psychological life in assignments. Prerequisite: PSYB330 or PSYB354.

**PSYB435 Authentic Movement: Movement/Body Awareness Practice (3.0)**

Authentic Movement is a self-directed movement process employing the wisdom of the body as a pathway to awareness. It offers an opportunity to experience the individual and collective body as a vessel for healing and transformation and creative process. This course explores the ground form of Authentic Movement: the mover; the witness; and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of healing relationships. Authentic Movement provides a model for life lived in authentic relationship to self, others, and community. Prerequisite: Any of the following: PSYB208, PSYB255, PSYB304, PSYB333, or PSYB359.

**PSYB482 Senior Seminar I: Transformational Psychology: The Group Experience (3.0)**

Senior Seminar I is the initiatory phase in a two-semester multisensory, multifaceted process, whereby students explore the nature of creativity and its fundamental relationship to psychology in the context of the classroom community. Through readings, writings, class discussions, and exercises, students uncover their relationship to creativity and learn what exposing oneself to the larger world means. By engaging their curiosity and liveliness, and developing awareness around habitual patterns and resistances, students cultivate trust in themselves and their inherent qualities of wakefulness, wisdom, and compassion. Prerequisite: PSYB325. Open to Contemplative Psychology Students with 90+ credits. Materials fee.
PSYB483
Senior Seminar II: Transformational Psychology: The Threshold Experience (3.0)
Senior Seminar II is the culminating phase in a multisensory, multifaceted process, which introduces and explores the topic of transition. Students utilize the lessons learned and relationships formed within the first semester as inspiration for developing their final integrative papers. Students research topics that provoke deep inquiry and challenge both their intellect and intuition. This course culminates in an event held during an extended class period on the last day of the course. Prerequisite: PSYB482. Materials fee.

PSYB490
Special Topics in Psychology (3.0)
An advanced examination of a topic drawn from psychology. Assignments may include reading, labs, papers, oral presentations, quizzes/exams, literature searches, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites include PSYB101 and any 300-level course. May be repeated.

PSYB495
Advanced Practicum in Psychological Research (3.0)
An advanced examination using research methods that discover new knowledge about a topic drawn from psychology. Assignments may include literature search, study design, data collection, data entry, data analysis, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section.

PSYB499
Independent Study: BA Psychology (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4.0 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Psych - MA Contemplative
CNSC600
Opening Retreat (0.0)
An introduction to the fundamental principles of contemplative counseling psychology, this weekend intensive provides the opportunity for community building, an introduction to meditation, and the marking of the transition into the MA Contemplative Counseling Psychology program. Additional fee for weekend supplies.

CNSC603
Introduction to Buddhist Psychology (2.0)
Contemplative counseling psychology is based on the view of brilliant sanity or buddha nature, the idea that health is intrinsic and unconditional. This course presents teachings from Buddhist psychology on the mind in both sanity and confusion. In particular, we examine the mistaken notion of a solid, separate self as the foundation of suffering and misunderstanding. The importance of impermanence and transition is highlighted. We begin an exploration of how habitual patterns of mind may lead to addictive patterns of behavior. Meditation practice is introduced both as a method of self-care and of self-awareness and inquiry. Self-understanding is emphasized as the basis for ethical and helpful counseling relationships. Additional fee for one-on-one meditation instruction.

CNSC609
Group Process I (0.5)
A cohort of students participates in a small group throughout their tenure in the program. Emphasis is on providing support for the students’ journey, while providing the students the opportunity to study the many dimensions of small group dynamics as these develop in their respective groups.

CNSC610
Social and Multicultural Foundations (3.0)
In this class, students study theories of community; work with the skills and qualities necessary to understand and foster a cohesive, compassionate, and creative learning community; and establish the ground for studying oneself in relationship. Particular attention is paid to systems of privilege and oppression and multicultural competence. Advocacy and public policy in terms of their effect on access and equity are explored. The course also provides the theoretical and experiential ground for working skillfully with diverse identities such as race, ethnicity, nationality, religion, education, class, gender, sexual orientation, age, and ability, including mental illness. Buddhist principles of non-duality and the coexistence of relative and absolute truth provide the conceptual basis from which students learn to bring a sense of maitri and nonaggression to their work.

CNSC620
Human Growth and Development: Contemplative View (3.0)
An exploration of human experience and psychological development throughout the trajectory of a lifetime. Key events, life passages, human nature, needs, and development will be explored. Seminal theories of Western psychology, together with key concepts and practices of Buddhism, provide a context within which we will consider an integrative view of human development. Understanding of these subjects will be deepened through self-reflection, meditation, observation, and a consideration of what supports health and development. A major goal of the class is to arouse interest in human experience and development.

CNSC623
Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2.0)
The abhidharma teachings on the five skandhas and the six “realms” provide precise understanding of the development of a false sense of self and how this mistaken view leads to a
variety of styles of confusion and suffering. The study of karmic cause and effect leads to an understanding of how habitual patterns and addictive behaviors develop and may be interrupted. Pratityasamutpada is studied as an approach to understanding interdependence and systems thinking. The early ethical teachings of the Buddha are studied, and the practice of mindfulness-awareness sitting meditation is explored further, both experientially and intellectually. Additional fee for one-on-one meditation instruction.

**CNSC629**
**Group Process II (0.5)**
This is a continuation of Group Process I.

**CNSC631**
**Counseling & Helping Relationships: Skills Practice I (3.0)**
Introductory exploration of the professional practice of psychotherapy, which is seen as the joining of the personal discipline of mindfulness-awareness practice that cultivates self-understanding with the interpersonal discipline of cultivating healing relationships. The course includes both experiential and intellectual components, and emphasizes current counseling theories and their applications, a culturally sensitive orientation to the fundamental health of the human mind, and contemplative self-care strategies for working with human suffering and cultivating wellness. The course utilizes experiential training and practice in clinical skills and on-the-spot feedback.

**CNSC638**
**Lineages of Understanding: Buddhist & Western Perspectives on Well-being and Disorder (3.0)**
Intrinsic health is the ground of experience, yet one repeatedly loses touch with it. This course explores the sequence of events through which one can become absorbed in "storylines." The painful nature of this experience, which is a patchwork of events real and imagined, is explored. Emphasis is on recognizing the experience of sanity within pathology. Students experience the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of others. The recovery stages of health are introduced, along with an introduction to diagnosis and the use of testing in appraisal.

**CNSC660**
**Maitri Program I (1.0)**
A two-week residential intensive focusing on the practice of intensive sitting and walking meditation. Students refine their understanding of meditation practice. Self-understanding is emphasized as the basis for ethical and helpful counseling relationships. Additional fee for one-on-one meditation instruction. Additional fee for room and board: $1536.29

**CNSC665**
**Maitri II (1.0)**
A two-week residential intensive focusing on the practice of intensive sitting and walking meditation. Maitri Space Awareness is directed toward becoming increasingly at home with oneself and with others. Students are introduced to the five Buddha Families of Tibetan Buddhist teachings as a way of understanding how the seeds of clarity are often hidden within the manifestations of confusion and suffering. This residential class requires full participation in all aspects of the program. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

**CNSC699**
**Independent Study: Contemplative Psychotherapy & Buddhist Psychology (0.5-4.0)**
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work is decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**CNSC700**
**Assessment (3.0)**
An overview of individual and group approaches to assessment and evaluation, as these have developed historically from a traditional educational and psychological perspective, through a more focused counseling perspective, with suggested applications appropriate for transpersonal and contemplative practitioners. The course covers basic topics of standardized and non-standardized testing and other assessment techniques including inventories, observations, and computer managed methods. Topics include psychometric statistics, factors related to the assessment and evaluation of individuals, groups, and special populations, case conceptualization, assessment, and diagnosis. Ethical and legal considerations are integrated throughout the course. Issues of diversity related to development of and selection of assessment instruments are also explored. The course also provides an understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for referrals and identification of side effects. Course fee.

**CNSC703**
**Buddhist Psychology III (2.0)**
An introduction to the Mahayana teachings with their emphasis on skillfully helping others, the teachings on bodhicitta, awakened mind, and the four brahmaviharas as methods for cultivating compassion. The Buddhist teachings on sunyata (emptiness) are explored with respect to their implications for clinical work. Students apply these teachings both to their own personal experience and to clinical work. Additional fee for one-on-one meditation instruction.

**CNSC709**
**Group Process III (0.5)**
This course is a continuation of CNSC629.
CNSC710
Research and Statistics (3.0)
A survey of research methods and statistics as they apply to counseling psychology and psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessments, program evaluation, research ethics, the structure of research reports, and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lectures, discussion, and practice exercises.

CNSC711
Career Development (3.0)
Major life transitions are explored, including lifestyle choices, career selection, identity shifts, relational transitions, and transitions between life and death. Beginning with an exploration of transitional space, paradox, and play, students are encouraged to integrate impermanence, interdependence, and groundlessness. A significant focus of the class is on major career theories and the foundations and practice of career counseling. Students are also encouraged to apply the class material to their own major life transitions, including the changes involved in beginning their graduate study.

CNSC723
Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2.0)
The Mahayana ideal of the bodhisattva, one who dedicated their life to the welfare of others, can be an inspiration for the psychotherapist. This course focuses on the example of the bodhisattva and the practice of the six paramitas, or transcendent actions, as they apply both to the students' own development and to working with therapy clients. Understanding compassion as the basis for ethical behavior and the appropriate setting of boundaries in the clinical relationship is stressed. Classical texts, contemporary commentaries, and clinical writings are also studied. Additional fee for one-on-one meditation instruction.

CNSC728
Large Group Process (0.5)
Students participate in a large group process. Key theoretical concepts, individuals' experience within the group, and the group's dynamics are examined.

CNSC729
Group Process IV (0.5)
This course is a continuation of CNSC709.

CNSC738
Psychopathology, Psychosis, and Ordinary Mind (3.0)
This course examines psychosis through clinical material and a discussion of Buddhist and other understandings of mind. Strategies for facilitating optimum development and wellness over the life span are discussed. Assessment and diagnosis of psychotic disorders are included. The class emphasizes selected approaches to treatments that provide the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

CNSC751
Group Counseling (3.0)
A comprehensive introduction to the theoretical and practical aspects of effective group leadership. Theories of group therapy are studied. Other issues include factors that affect group dynamics, such as size, composition, and types. Group leadership is discussed in the context of the contract, group resistance, transference and countertransference, cohesion, aggression and hostility, and acting out. Students have the opportunity to play the group leader and receive feedback from the instructor and teaching assistants.

CNSC760
Maitri III (1.0)
A two-week residential intensive focusing on the relationship between individual contemplative practice and working with others, both in the maitri community and in clinical practice. Intensive sitting meditation, walking meditation, and community living provide opportunities for increased self-understanding, self-acceptance, and openness to differences. These learnings continue to form the ground upon which ethical and healing relationships may be cultivated. The academic portion of the program focuses on the Lojong teachings of the Buddhist Mahayana tradition and their application to clinical work. Additional fee for one-on-one meditation instruction. Additional fee for room and board: $1536.29

CNSC765
Maitri IV (1.0)
A two-week residential intensive focusing on the relationship between individual contemplative practice and working with others, both in the maitri community and in clinical practice. Intensive sitting meditation, walking meditation, Maitri Space Awareness practice, and community living provide opportunities for increased self-understanding, self-acceptance, and openness to differences. These learnings continue to form the ground upon which ethical and healing relationships may be cultivated. The academic portion of the program focuses on the Lojong teachings of the Buddhist Mahayana tradition and their application to clinical work. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

CNSC770
Family Systems (3.0)
An introduction to family process and family systems. The purpose of the course is to assist students in experiencing the shift in perception that comes from seeing a family as a system with its own organization and life, beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.
CNSC790
Counseling Practicum (3.0)
The Counseling Practicum is designed to provide a supportive and instructional forum for students’ initial experiences with counseling clients in clinical settings. The practicum provides for the continued development of counseling and therapeutic skills with consultation and supervision, utilizing both group and triadic models. A significant portion of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Students discuss professional and personal issues as they relate to their development as beginning counselors. Topics include understanding client issues for a specific theoretical orientation, including a contemplative therapeutic approach, case planning, clinical decision making, client transference and therapist countertransference, as well as dynamics of the student-supervisory relationship, organizational issues at the site, and balancing personal and professional responsibilities including self-care. The course also provides a systemic overview of mental health service delivery, policy, and issues of advocacy, and access to community resources. It includes the study of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling, as well as models, methods, and principles of program development and service delivery.

CNSC801
Professional Counseling Orientation & Ethical Practice: Skills Practice II (3.0)
Providing continuing training in clinical skills, this course emphasizes the study of professional roles and standards, including ethics, legal issues, and credentialing.

CNSC803
Contemplative Psychology Seminar (3.0)
Teachings on the mandala principle are introduced as they apply to clinical work, including advanced study of the five Buddha Families as potent resources available to therapy clients. Taken during the internship year, the class has a format that includes group meditation and exploration of clinical topics in light of Buddhist teachings from previous course work. Additional fee for one-on-one meditation instruction.

CNSC808
Field Placement I (1.0)
During this nine-month internship, students work twenty to thirty hours per week (minimum of 700 hours required) in a psychological fieldwork setting. While studying and working alongside mental health professionals, students bring the principles of contemplative counseling psychology to the practices of counseling, therapy, group work, and patient care.

CNSC809
Group Process V (1.0)
This course is a continuation of CNSC729.

CNSC823
The Art of Contemplative Counseling Psychology (3.0)
An opportunity for students to review and integrate the Buddhist teachings while engaging in their internship experiences. The format of the class includes group meditation and individual presentations of clinical interests, together with group discussion aimed at integrating Buddhist, clinical, and other contemporary approaches to the art of practicing contemplative counseling psychology. Written work is designed to further the conceptual and clinical acumen of the developing psychotherapist. Additional fee for one-on-one meditation instruction.

CNSC828
Large Group Process II (0.5)
A cohort of students participates in a large group process that includes their entire class. Emphasis is on providing support for the students’ journey, while providing the students the opportunity to study the many dimensions of large group dynamics as these develop in their group. The class focuses on issues of inclusiveness/exclusiveness, finding one’s voice in a large group or community, and how to lead large groups.

CNSC829
Group Process VI (0.5)
This course is a continuation of CNSC809.

CNSC860
Maitri V (0.5)
A weeklong retreat held during spring break, the third-year Maitri program brings attention to endings: the ending of the three-year program for the students and the termination process in therapy. Students are encouraged to bring mindfulness and awareness to the experiences that arise during termination. The traditional teachings on death and dying found in the Tibetan Book of the Dead provide surprisingly relevant guidance for the contemporary therapist in dealing with endings of all kinds. Additional fee for room and board.

CNSC871
Internship I (2.0)
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation. These presentations are directed toward a deeper understanding of how the principles of contemplative counseling psychology manifest in clinical work. Group members also practice clinical skills in these groups.

CNSC874
Summer Internship (0.5)
During the Summer Internship class, students work ten to twenty hours per week (a minimum of 700 hours is required for the totality of internship, which spans the entire year) in a psychological fieldwork setting. While studying and working alongside mental health professionals, students bring the principles of contemplative counseling psychology to the practices of counseling, therapy, group work, and patient care. Prerequisite: CNSC790.
Art Therapy Perspectives for non-Majors (2.0)
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA Seniors and MA only. Materials fee. Cross-listed as CNSA569.

Counseling & Helping Relationships I: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

History & Theory of Art Therapy (3.0)
Students explore various historical and current theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of counseling and art therapy are highlighted (depth psychology, humanistic, Gestalt, cognitive/behavioral, phenomenological, developmental, archetypal) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, future trends, and strategies to employ when looking at and responding to artwork within the therapeutic relationship. AT only.

Counseling & Helping Relationships II: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including humanistic, Gestalt, cognitive/behavioral, phenomenological, developmental, archetypal) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, future trends, and strategies to employ when looking at and responding to artwork within the therapeutic relationship. AT only.
family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNSA631.

CNSA665
Civic Engagement Studio Practicum (0.0)
A fifty-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art Studio. Civic responsibility, service learning values, and cultural/social interventions through art and the mentorship role are stressed throughout the semester. Course and materials fee. Prerequisites: CNSA604 and CNSA634. AT only.

CNSA734
Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)
An examination of the psychological, psychosocial, cultural, cognitive, creative, and spiritual development of children from birth through adolescence to age nineteen as it relates to the practice of counseling and art therapy. Through readings, discussion, practice sessions with children, experiential exercises, and assignments, students focus on understanding development, assessment including art-based assessments, attachment theory, approaches to treatment, cultural competency, and the practice of counseling and art therapy with a variety of child and adolescent populations. AT only. Materials fee. Prerequisite: CNSA751.

CNSA751
Group Counseling: Transpersonal Art Therapy (3.0)
This course addresses the theory and practice of group counseling through various didactic and experiential methods. The following counseling and art therapy topics are addressed throughout the semester: group ethics; group dynamics and process; stages of group development; levels of intervention; curative factors of group work; contemplative practice applications; group resistance and defenses; cultural competency; termination practices; and the use of art-based interventions and processes for specific populations. Additionally, special attention is devoted to the family as a group. Prerequisites: CNSA604, CNST631, and CNSA634. Course and materials fee. AT only.

CNSA754
Counseling for Adult Populations: Transpersonal Art Therapy (3.0)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material, and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation, and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family, and working with diverse family structures through cultural awareness. Prerequisite: CNSA734. Course fee.

CNSA790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students' initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: CNST631, CNST661, and CNSA665.

CNSA801
Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.5)
Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. One half of each class meeting is devoted to case consultation and secondary supervision in addition to the primary supervisory responsibilities of the on-site supervisor. Students study the ethical codes, legal, and advocacy considerations of counseling and art therapy, including standards of practice and clients rights; confidentiality and mandatory reporting; informed consent; assessment and treatment planning; documentation and record keeping; boundary violations/dual relationships; therapeutic technique and style; cultural competency; transference and countertransference; and ownership of artwork. Students demonstrate the applied integration of theoretical material by preparing a written case study and regularly presenting case material during classes. Prerequisites: CNST790 and all required Art Therapy and Transpersonal Counseling Psychology courses. AT only.

CNSA802
Professional Counseling Orientation & Ethical Practice II: Transpersonal Art Therapy (3.5)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. One half of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to
successfully complete this class, both professional seminars I and II must be retaken together. Prerequisites: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses. AT only.

CNSA824
Internship Studio Methods I (0.5)
This course complements the work covered in Professional Counseling Orientation and Ethical Practice by using various studio methods and virtual art techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification response, art making, self-care, ethics, and professional role identity. AT only. Materials fee.

CNSA844
Internship Studio Methods II (0.5)
This course complements the work covered in Professional Counseling Orientation and Ethical Practice by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics, and professional role identity. AT only. Prerequisite: CNSA824. Course fee.

CNSA871
Internship I: Transpersonal Art Therapy (2.0)
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools, and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision, and in-service training. Prerequisites: CNST790 and all required Art Therapy and Transpersonal Counseling Psychology courses.

CNSA891
Internship II: Transpersonal Art Therapy (2.0)
A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

CNSM601
Gestalt I: Awareness (3.0)
The foundations of Gestalt awareness are explored experientially with individual, dyadic, and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact, and boundary disturbances are introduced. The basic form of a Gestalt experiment is demonstrated, and the stages of the process are learned. Transpersonal roots, community building, and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Program students only.

CNSM651
Gestalt II: Experiment (3.0)
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, the four explosions, contact boundary, and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: CNSM601.

CNSM651E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNSM651
Gestalt II: Experiment (3.0)
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, the four explosions, contact boundary, and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: CNSM601.

CNSM651E
Counseling & Helping Relationships II: Mindfulness- based Transpersonal Counseling (3.0)

CNSM751
Group Counseling: Lecture- Mindfulness-based Transpersonal Counseling (1.0)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with CNSM752, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems,
and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal, and group); transference, countertransference, and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: CNST661. Co-requisite: CNSM752.

CNSM751E
Group Counseling: Lecture- Mindfulness-based Transpersonal Counseling (1.0)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with CNSM752, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems, and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal, and group); transference, countertransference, and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: CNST661E. Co-requisite: CNSM752E.

CNSM752
Group Counseling: Experiential- Mindfulness-based Transpersonal Counseling (2.0)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems, and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT680. Topics discussed include general group theory; varieties of group therapy; group start-up issues; stages of group development; levels of intervention in groups; transference, countertransference, and authentic relatedness; resistance and defenses; use of dreams; group maintenance; multicultural issues; closure exercises, and experiences. Prerequisite: CNST661. Co-requisite: CNSM751.

CNSM752E
Group Counseling: Experiential- Mindfulness-based Transpersonal Counseling (2.0)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems, and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT680. Themes include general theory; varieties of group therapy; group start-up issues; stages of group development; levels of intervention in groups; transference, countertransference, and authentic relatedness; resistance and defenses; use of dreams; group maintenance; multicultural issues; closure exercises, and experiences. Prerequisite: CNST661E. Co-requisite: CNSM751E.

CNSM801
Professional Counseling Orientation & Ethical Practice I: Mindfns-bsd Trnsprsnl Cnslg (2.0)
Professional Counseling Orientation and Ethical Practice I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790. Must be taken concurrently with CNSM871.

CNSM801E
Professional Counseling Orientation & Ethical Practice I: Mindfns-bsd Trnsprsnl Cnslg (2.0)
Professional Counseling Orientation and Ethical Practice I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790E. Must be taken concurrently with CNSM871E.

CNSM802
Professional Counseling Orientation & Ethical Practice II: Mindfns-bsd Trnsprsnl Cnslg (2.0)
Professional Orientation and Ethics II completes the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference.
CNSM802E
Professional Counseling Orientation & Ethical Practice II: Mindfulns-bsd Trnsprsnl Cslng (2.0)
Professional Orientation and Ethics II completes the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference.

CNSM871
Internship I: Mindfulness-based Transpersonal Counseling (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSM871E
Internship I: Mindfulness-based Transpersonal Counseling (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790E.

CNSM891
Internship II: Mindfulness-based Transpersonal Counseling (2.0)
A continuation of CNSM871.

CNSM891E
Internship II: Mindfulness-based Transpersonal Counseling (2.0)
A continuation of CNSM871.

CNST306
Jungian Dreamwork (2.0)
This course lays the foundations and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one’s own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications, and complexes as seen in dreams. Cross-listed as CNST506.

CNST321
Touching the Moment (2.0)
Mindfulness meditation-the art of "coming home to ourselves"-is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes "shamatha" sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Extra fees apply. Cross-listed as CNST521.

CNST332
Storytelling & Mythology (2.0)
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a clients personal story. Cross-listed as CNST532.

CNST375
Taming the Wild Horse: Riding the Energy of Emotions (2.0)
Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential rural group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes sending and taking meditation (longlen); mindfulness-awareness sitting practice (shamatha); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussions, are included. This retreat can be challenging because practicing with emotions can be challenging. The instructor strongly recommends that participants have some prior meditation intensive experience (e.g., a weekend meditation program) prior to attending this retreat. Extra fees apply. Cross-listed as CNST575.

CNST504E
Meditation Practicum I (3.0)
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, which is the basis of contemplative psychotherapy and healing.

CNST506
Jungian Dream Work (2.0)
This course lays the foundation and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one’s own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications, and complexes as seen in dreams.

CNST510
Yoga and the Chakras (2.0)
Chakra awareness is intrinsic to the ancient discipline of Hatha yoga. Modern day studies reveal how these centers are gateways to understanding core imprints and fundamental aspects of our physical, emotional, and spiritual health. In this class, we practice
a gentle form of traditional yoga as we cultivate a felt sense of the quality of flow of life force through each chakra. We learn to support the release and rebalancing of somatically held developmental patterns that no longer serve us. Class includes lecture and experiential exercises to enhance the relevance of this practice for self-healing and enrichment.

CNST521
Touching the Moment: Indelible Presence (2.0)
Mindfulness meditation—the art of "coming home to ourselves"—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating, and outdoor walking meditation. Individual meditation instruction as well as daily lectures and discussion are included. Extra fees apply.

CNST528
Counseling Loss, Grief, and Life Transitions (2.0)
This class familiarizes the student with grief and transition theory and trains them in individual and family grief counseling skills. Using lecture, discussion, and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging, and bereavement. Course fee.

CNST532
Storytelling & Mythology (2.0)
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, that so often weave in and out of a client’s personal story.

CNST543
Human Sexuality (2.0)
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included.

CNST575
Taming the Wild Horse: Riding the Energy of Emotions (2.0)
Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential rural group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes “sending and taking” meditation (tonglen); mindfulness-awareness sitting practice (shamatha); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction as well as daily lectures and discussions are included. This retreat can be challenging because practicing with emotions can be challenging. The instructor strongly recommends that participants have some prior meditation intensive experience (e.g., a weekend meditation program) prior to attending this retreat. Extra fees apply.

CNST596W
Special Topics in Transpersonal Counseling Psychology (1.0)
Right Use of Power: Ethics with Wisdom, Power with Heart As you step more and more fully into your role as a counselor, you step more and more fully into your relationship with your increased power and influence. The power difference in your client relationships brings opportunities for healing and growth for your clients. Power also has many challenging aspects. The core of the course is learning about the four shadow impacts of increased power and how to mediate them. Through talks and activities you will also find your power style, practice a simple process for resolving conflict and repairing torn relationships, look at ethics through the larger lens of power, and learn how to stay in your heart while standing in your strength.

CNST610
Social and Multicultural Foundations (3.0)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.

CNST610E
Social and Multicultural Foundations (3.0)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.

CNST620
Human Growth and Development (3.0)
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development, and theories of learning and personality development, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and
mindfulness, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

**CNST620E**
Human Growth and Development (3.0)
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development, and theories of learning and personality development, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

**CNST621**
Psychology of Meditation I: Mindfulness Training (3.0)
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

**CNST621E**
Psychology of Meditation I: Mindfulness Training (3.0)
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

**CNST625E**
Mindful Chakra Yoga (0.5)
Chakra awareness is intrinsic to the ancient discipline of yoga. Modern day studies reveal how these embodied energy centers are gateways to understanding physical, mental, emotional, and spiritual well-being. We practice gentle hatha yoga and cultivate a felt sense of the quality of life force through each chakra.

**CNST631**
Counseling & Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

**CNST646**
Contemplative Voice Work: Sounding the Body-Mind (2.0)
This course is designed to be primarily experiential in nature. Each class begins with breathing and movement exercises, bringing awareness to the body and releasing habitual holding patterns that can inhibit vocal expression. The remainder of the class is spent in group, dyad, and individual work exploring techniques for vocal expression including sounding, toning, singing, and listening as a way to access and express the full range of the authentic voice. Students explore countertransference issues connected with particular vocal qualities and will experiment with "shadow" (not me) vocal sounds in order to develop a wider range of expression. Previous experience with singing is not required.

**CNST653**
Authentic Movement/Transpersonal (2.0)
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation, and creative process. This course explores the ground form of Authentic Movement: the mover, witness, and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence,
students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others, and community.

CNST661
Counseling & Helping Relationships II (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631.

CNST661E
Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631E.

CNST663
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: CNST620.

CNST663E
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: CNST620.

CNST667E
Traditional Qigong: Cultivating Body and Mind (1.0)
Traditional Qigong comprises lineage-based practices which cultivate the body and mind simultaneously. Outer qigong techniques strengthen the muscular-skeletal system - joints, muscles, tendons, bones, and the spinal column. Inner qigong nourishes the internal organs and cultivates qi, or internal energy. Together, they support mental clarity, relaxation, and resilience. In each class, we will practice traditional qigong forms of movement and stillness, and discuss their lineage origins and their effects on health and presence.

CNST670
Transpersonal Psychology (3.0)
This course builds on the foundation provided by CNST621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship.
**CNST671E**  
Psychology of Meditation II (2.0)  
This course builds on the foundation provided by CNST621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship.

**CNST673**  
Jungian Psychology: Transpersonal Foundations and Central Concepts (3.0)  
C.G. Jung, arguably the first transpersonal psychologist, presented a complex model of the psyche including the ego and its relationship to the unconscious and what he called the Self, which is the transpersonal component of the psyche. This course, blending Jungian transpersonal theory with applied clinical methods, examines these core precepts and other central tenets of Jung’s analytic psychology. Art therapy students can choose between either this class or CNST670. Prerequisites for art therapy students: CNSA604 and CNSA634. Prerequisite for counseling track students: CNST670.

**CNST674E**  
Body Awareness (0.5)  
Students engage in contemplative practices that are intended to increase their awareness of and relationship with their bodies. These may include traditional practices such as Yoga or Tai Chi, or other contemplative body-based practices. Each year a different guest instructor will be invited to engage the students in a body-based contemplative practice.

**CNST699**  
Independent Study: Transpersonal Counseling (0.5-4.0)  
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**CNST700E**  
Assessment (3.0)  
An overview of individual and group approaches to assessment and evaluation, as these have developed historically from a traditional educational and psychological perspective through a more focused counseling perspective, with suggested applications appropriate for transpersonal and contemplative practitioners. The course covers basic topics of standardized and non-standardized testing and other assessment techniques including inventories, observations, and computer managed methods. Topics include psychometric statistics, factors related to the assessment and evaluation of individuals, groups, and special populations, case conceptualization, assessment, and diagnosis. Ethical and legal considerations are integrated throughout the course. Issues of diversity related to development of and selection of assessment instruments are also explored. Course fee.

**CNST704**  
Transforming Addictions (2.0)  
The physical, mental, emotional, and spiritual nature of alcohol and drug dependency and other addictive behaviors is explored. Assessment, therapeutic techniques, intervention, and in-patient and out-patient treatment are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is also investigated. Lectures, guest lectures, discussions, role-play, and other experiential techniques are used.

**CNST710**  
Research and Program Evaluation (3.0)  
This course is an introduction to the field of research methods and program evaluation as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, including the importance of research, and opportunities and difficulties of conducting research in the counseling field. Research methods including qualitative, quantitative, single-case, action and outcome-based are surveyed. Principles, models, and applications of needs assessment, program evaluation, and use of findings to affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.
of needs assessment, program evaluation, and use of findings to affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

CNST711
Career Development (3.0)
This course addresses career counseling, career planning, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments for life/career planning and decision-making are reviewed. Career counseling skills and processes are explored, including those applicable to specific populations. The course explores the interrelationships between work, family, and other life roles, including the role of diversity and gender in career development. Ethical and legal considerations, career development programming and evaluation, occupational and labor market information, and web-based resources are studied.

CNST711E
Career Development (3.0)
This course addresses career counseling, career planning, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments for life/career planning and decision-making are reviewed. Career counseling skills and processes are explored, including those applicable to specific populations. The course explores the interrelationships between work, family, and other life roles, including the role of diversity and gender in career development. Ethical and legal considerations, career development programming and evaluation, occupational and labor market information, and web-based resources are studied.

CNST720
Meditation Practicum I: Cultivating Awareness (1.0)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621. Specific topics include applications of mindful-awareness to creativity, healing, and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: CNST621. Materials fee.

CNST720E
Meditation Practicum I: Cultivating Awareness (1.0)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621E. Specific topics include applications of mindful-awareness to creativity, healing, and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: CNST621E. Materials fee.

CNST730
Incest and Child Abuse (1.0)
An introduction to working with clients who have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects, and treatment of sexual abuse and incest. Students explore their own process, the process of the client, and the process of healing in this area from both a personal and systemic perspective.

CNST740
Diagnostic Psychopathology (2.0)
An advanced overview of clinical thinking, perspective, and comprehension related to assessment, diagnosis, and treatment planning tasks required of a psychological professional working with clients representing a wide range of distress, disorders, mental illness, life crises, spiritual dilemmas, personal and developmental transitions, and sociocultural challenges.

CNST740E
Diagnostic Psychopathology (2.0)
An advanced overview of clinical thinking, perspective, and comprehension related to assessment, diagnosis, and treatment planning tasks required of a psychological professional working with clients representing a wide range of distress, disorders, mental illness, life crises, spiritual dilemmas, personal and developmental transitions, and sociocultural challenges.

CNST753
Diagnostic Psychopathology II (1.0)
This course addresses adult development, family material, and clinical approaches to case conceptualization when working with various adult populations from specific DSM categories. Population-specific lectures address case material and clinical counseling/art therapy interventions. Organization of treatment plans, treatment implementation, documentation methods, adult development, cultural competency, and assessment for adult populations are examined throughout the semester. Prerequisite: CNST740. Materials fee.

CNST753E
Diagnostic Psychopathology II (1.0)
This course addresses adult development, family material, and clinical approaches to case conceptualization when working with various adult populations from specific DSM categories. Population-specific lectures address case material and clinical counseling/art therapy interventions. Organization of treatment plans, treatment implementation, documentation methods, adult development, cultural competency, and assessment for adult populations are examined throughout the semester. Prerequisite: CNST740 (PSYT740).

Gestalt Therapy and Breathwork (1.0)
Inhalation and exhalation, expansion and contraction, emulate the movement of all life. In Gestalt theory, we utilize breath in awareness and in deepening the experiment. This class explores
Gestalt theory and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life’s vitality, energizing, and bringing about calmness.

**CNST770**
**Meditation Practicum II: Developing Compassion (1.0)**
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action, and preventing burnout. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided.

**CNST770E**
**Meditation Practicum II: Developing Compassion (1.0)**
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action, and preventing burnout. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided.

**CNST771**
**Marriage and Couples Therapy (2.0)**
This class focuses on developing a working knowledge of marriage therapy using different models, with emphases on diversity and Jungian couples therapy, as well as neurobiology and gender research. Students are asked to draw from their own knowledge as they prepare to support working couples.

**CNST775E**
**Advanced Topics in Transpersonal Psychology (2.0)**
This course serves as an intermediate and advanced examination of central concepts, theories, practices and applications of transpersonal psychology. In particular, students are exposed to intermediate and advanced models of assessment, clinical case conceptualization, and treatment methods to enhance their clinical effectiveness. Students will learn how to assess and formulate a case using methods of mind/body assessment. Students will also practice using new clinical skills such as self-hypnosis and biofeedback training. It is delivered in a hybrid format, partially online and partially in residence.

**CNST780**
**Therapy with Children & Adolescents (2.0)**
This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Students have the opportunity to explore and practice directive and non-directive treatment interventions while examining issues such as emotional age, nervous system regulation, and brain development. The therapist’s role and use of mindfulness, emotional congruence, and attunement are also addressed. Students have the opportunity to explore specific topics such as aggression, art, sand, puppets, and family play. Adoption, ADD and ADHD, trauma, sensory processing issues, addiction/cutting, and other issues commonly related to children and teens are also covered. Prerequisite: CNST620.

**CNST782W**
**Approaches to Couples Counseling (1.0)**
Intensive two-day workshop featuring various methods of couples counseling: Imago; existential; Gottman; object relations; and other approaches. One approach will be featured each semester-topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: CNST631.

**CNST790**
**Counseling Practicum (3.0)**
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: CNST61 or CNSW61.

**CNST790E**
**Counseling Practicum (3.0)**
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: CNST661E or CNSW661E.
the opportunity to practice with other students as well as present their own "cases." The instructor uses a model that integrates developmental process, Gestalt, psychodrama, and family therapy. Prerequisite: CNS1780.

**CNS1877**
Extended Internship Placement (0.5)
The purpose of this course is to provide continued clinical support and guidance to students who have not completed their required clinical internship hours. This course is required for any student who has completed CNSM871 or CNSA871, and is enrolled in (or has completed) CNSM891 or CNSA891, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

**CNSW609**
Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program are examined. We explore how diverse disciplines can be combined in an effective counseling model that serves people and environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion, and reflection. WT only. Field fees.

**CNSW627**
Contemplative Perspectives & Practice (1.0)
The course supports students in continuing their training in mindfulness practice and explores the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT only.

**CNSW629**
Family Systems Interventions: Equine-Assisted Settings (2.0)
This course examines the clinical applications of family systems and theoretical knowledge in wilderness therapy, with a focus on equine-assisted settings. Students experience various interventions and develop skill through hands-on practice. Specific family issues (e.g. divorce, blended families, abuse) are explored using family systems approaches. Students select one family therapy approach for more in-depth study. WT only. Must be taken concurrently with CNSW708. WT only.

**CNSW631**
Counseling & Helping Relationships I: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only. Prerequisite: CNSW631.

**CNSW661**
Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only. Prerequisite: CNSW631.

**CNSW707**
Special Populations Interventions: Wilderness Therapy Settings (2.0)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. Must be taken concurrently with CNSW708.

**CNSW708**
Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Course (2.0)
Students learn and practice basic outdoor skills for backcountry travel and camping, review physical and emotional risk-management techniques, and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee. Prerequisite: CNSW661.

**CNSW711**
Career Development I: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques for life/career planning and decision-making are reviewed. Career
counseling skills and processes are explored, including those applicable to specific populations. The course explores the interrelationships between work, family, and other life roles, including the role of diversity and gender in career development. Ethical and legal considerations, career development programming and evaluation, occupational and labor market information, and web-based resources for career information systems are studied. Taught as a four-day intensive. WT only.

CNSW719
Ecopsychology: Transpersonal Perspectives (2.0)
Transpersonal psychology in the field of ecopsychology is addressed. Major themes of ecopsychology we explore include the human/nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. Must be taken concurrently with CNSW708. WT only.

CNSW728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2.0)
In the second semester of this yearlong class, students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; and travel and living within the setting. Additional focus is placed on trip planning for specific counseling populations. Prerequisite: CNSW708. WT field fee.

CNSW731
Career Development II: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques for life/career planning and decision-making are reviewed. Career counseling skills and processes are explored, including those applicable to specific populations. The course explores the interrelationships between work, family, and other life roles including the role of diversity and gender in career development. Ethical and legal considerations, career development programming and evaluation, occupational and labor market information, and web-based resources for career information systems are studied. Prerequisite: CNSW711. WT only.

CNSW743
Transitions Throughout the Lifespan (3.0)
An examination of counseling individuals through major life transitions. The modality of rites of passage, its appropriateness with both adolescent and adult clients, and its cross-cultural dimensions are a focus. Students gain firsthand experience with ceremony, ritual, expressive arts, and vision fasts in natural settings as modalities for addressing transitions. Must be taken concurrently with CNSW728. WT only.

CNSW751
Group Counseling: Transpersonal Wilderness Therapy (2.0)
Group Counseling I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, approaches, methods, and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with CNSW708.

CNSW761
Group Counseling II: Transpersonal Wilderness Therapy (3.0)
Group Counseling II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, approaches, methods, and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with CNSW728.

CNSW790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: CNSW711.

CNSW801
Professional Counseling Orientation & Ethical Practice I: Transpersonal Wilderness Therapy (2.5)
Professional Counseling Orientation and Ethical Practice supports the learning experience of students enrolled in internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNSW790.
CNSW802
Professional Counseling Orientation & Ethical Practice II: Transpersonal Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Counseling Orientation and Ethical Practice class is designed to provide an instructional and supportive forum for students practicing counseling in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference.

CNSW871
Internship I: Transpersonal Wilderness Therapy (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSW891
Internship II: Transpersonal Wilderness Therapy (2.0)
A continuation of CNSW871. WT only.

Religious Studies
REL150
Buddhist Journey of Transformation: An Introduction (3.0)
This course traces the transformation of emotional and conceptual confusion into wisdom on the Buddhist path. Beginning with insights into how humans generate confusion and habitual patterns, we extend that insight to develop compassion and skill in working with others and discover skillful means within our confused states in the present moment. Students are introduced to the rich diversity of Indo-Tibetan Buddhist “three vehicles” within the context of Buddhist history, texts, and traditions.

REL156W
Zen Intensive Weekend (1.0)
The teaching and practice of Zen Buddhism assumes that there is a big mind present in all mental and physical activities, that this big mind can be realized, and that its realization can be matured. The class will look at how this Zen paradigm, its teachings, practices, and realization, can be a personal vision and part of professional contemporary psychology. Cross-listed as REL552W.

REL157W
Theravada Vipassana Weekend (1.0)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL501W.

REL158W
Breeze of Simplicity: Meditation Weekend (1.0)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL504W. Ven. Dr. Pannavati, a black, female Buddhist monk ordained in the Theravada and Chan traditions, studies in the Vajrayana tradition, and received transmission from Roshi Bernie Glassman of Zen Peacemaker. A former Christian pastor, she is co-founder and co-Abbot of Embracing-Simplicity Hermitage and Co-Director of Heartwood Refuge, an intentional community, residential retreat, and conference center in Hendersonville, NC. She is president of the Treasure Human Life Foundation. Pannavati conducts retreats nationally at over fifty centers each year. She advises the cultivation of both wisdom and compassionate action and believes it is fine to sit, meditate, and pray when things are good; when they are not, we are compelled to get off our pillows and do something.

REL160
Meditation Practicum I: Freeing the Mind (3.0)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of maitri (loving-kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor, and daily meditation practice, midterm and final oral exams.

REL170
Meditation Practicum II: Igniting Compassion (3.0)
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of self and other (tonglen). The course includes midterm and final oral exams. Prerequisite: REL160 or TRA100.

REL190
Special Topics in Religious Studies (3.0)
The Special Topics course explores topics of general focus and relevance to the field of religious studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL590.

REL210
Religion and Mystical Experience (3.0)
This class explores the essential core of the world’s wisdom traditions: their mystical teachings; rituals; and esoteric practices.
Special attention will be given to the nature of mystical experience characterized by a direct encounter with Ultimate Reality or the Divine and to the variety of its manifestations in and out of the world’s major religious traditions.

REL212
Queer Theory, Feminism, and Religion (3.0)
Religion has greatly influenced our experiences as gendered beings, in the areas of sexuality, power, gender roles, personal identity, privilege, and wisdom. Feminism has identified the biases and abuses of patriarchy and sought to rectify them. It has also birthed the GLBT movement and queer theory. How have these efforts spoken to the spiritual subjectivities of women, sexual minorities, or men in these traditions? On what terms can gender be appreciated and valued? This course traces the historical evolution and cultural influences of patriarchy, feminism, and gay liberation on religious experience, as well as religion’s impact on the formation of gender roles.

REL229
Contemplative Judaism (3.0)
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Prerequisite: COR110. Cross-listed as REL 529.

REL240
Foundations of Buddhism (3.0)
An introduction to Buddhism, including a survey of Buddhist history, philosophy, and meditation. Special emphasis is placed on the basic Buddhist teachings and perspectives as expressed in the life of the Buddha, the four noble truths, and the Buddhist understanding of the mind. The course examines the close relationship between Buddhist thought and the central spiritual discipline of meditation. Grading criteria includes a final paper.

REL247
Embodying Sacred Wisdom: Modern Saints (3.0)
An exploration of the human thirst for spiritual experience and transformation through the studies of biographies of nineteenth and twentieth century contemplatives from several selected religious traditions, both Eastern and Western. Through examining the spiritual and religious journey of saints and their relationships with their traditions, students learn the diversity of religious traditions of sainthood. How do the journeys of their saints relate to our personal journeys? Readings include sacred biographies (hagiographies), study of modern religious traditions in context, and interpretations of sainthood in both theological and cross-cultural perspectives.

REL250
Spirituality and Creative Expression (3.0)
This course focuses on exploring spirituality and its manifestation in our lives through creative expression. The foundation for this exploration is maitri practice, which cultivates awareness of our own energetic makeup and how these energies manifest as the core patterns of our daily lives. Developed by Trungpa Rinpoche, the founder of Naropa, this practice is done in five different colored rooms, representing the five Buddha families. In addition to the maitri room practice, we work with several contemplative art forms, such as object arrangement, painting, brushstroke, and space awareness exercises. The challenge for each of us is to discover, integrate, and appreciate our energetic expressions, and to bring our creativity to form, individually and as a group. Prerequisite: REL160 or COR130.

REL255W
Opening the Heart: Meditation Weekend (1.0)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W.

REL258
Contemplative Practice Intensive (1.5-6.0)
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Undergraduate students may choose to complete a program ranging in length from one week to a maximum of four weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhist meditation centers, Shambhala retreat centers, Zen centers, Christian monasteries, ashrams, and Jewish contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable credit; the number of credits (1.5-6) will be determined by the length of the retreat. Cross-listed as REL547.

REL271
Christian Prayer and Mystical Practices (3.0)
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian Meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers and chanting. The course places these practices in broader historical
and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 571.

**REL274**
Tibetan I (4.0)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary, and training in the skills of correct pronunciation, handwriting, and spelling. Students should expect to study at least eight hours per week outside of class. Course fee. Cross-listed as REL503.

**REL277**
Sanskrit I (4.0)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana, and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours per week outside of class. Cross-listed as REL507.

**REL284**
Tibetan II (4.0)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL274. Cross-listed as REL533.

**REL287**
Sanskrit II (4.0)
This course is a continuation of Sanskrit I. Prerequisite: REL277. Cross-listed as REL537.

**REL312**
Spiritual Models of Social Action (3.0)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL585. Co-requisite or prerequisite: COR113 or COR130.

**REL314**
Contemplative Islam (3.0)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs, and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the Prophet Muhammad. A central theme that is examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternate years. Co-requisite or prerequisite: COR113 or COR130.

**REL321**
Kabbalah and Consciousness (3.0)
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 535.

**REL323**
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways: as ancestral presences; nature deities; personal guardian spirits. Therefore, we will focus on ritual practices, ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Co-requisite or prerequisite: COR113 or COR130.

**REL325**
Contemplative Christianity (3.0)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture, and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Offered alternate years. Co-requisite or prerequisite: COR113 or COR13. Cross-listed as REL525.

**REL328W**
BA Religious Studies Retreat (0.5)
Introduction to the field of religious studies from the perspective of contemplative education, as well as to important thematic and analytic perspectives. Basic contemplative practice from several traditions is presented, and career opportunities in the arena of religious studies are explored. Building community, forming friendships, and sharing our mutual journey is central to this retreat. Course fee.

**REL330**
Contemplative Hinduism (3.0)
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions, with emphasis on the Vedas,
early Tantra, and the Yoga Sutras of Patanjali. A portion of each class is devoted to practice: meditation; pranayama; mantra; and ritual. Offered alternative years. Cross-listed as REL530. Co-requisite or prerequisite: COR113 or COR130.

**REL334**

**Hindu Tantra-Yoga (3.0)**

Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra [sacred geometry], nyasa [sacred energetic placements], chakras, and visualizations. We also explore Kashmir Shaivism, a non-dualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance/musical forms are shared whenever possible. The last class features an experiential class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Co-requisite or prerequisite: COR113 or COR130. Offered alternate years. Cross-listed as REL634.

**REL338**

**Sufism: An Introduction to its History, Thought, and Practice (3.0)**

A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of Sufi meditation and other contemplative techniques.

**REL345**

**Zen Buddhism (3.0)**

In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Co-requisite or prerequisite: COR113 or COR130. Course fee. Cross-listed as REL540.

**REL346**

**Wisdom and Compassion: The Buddhist Path (3.0)**

Compassion training is at the vanguard of the contemplative education movement nationally, and this course investigates compassion from personal, societal, and historical perspectives. What is compassion, and how can we become more compassionate? What contributions have the major religions of the world made to cultivating compassion? What has recent scientific research revealed about the cultivation of compassion? What contemplative practices and what activities deepen our empathy and compassion, and what are the results? These interdisciplinary studies are threaded by ongoing compassion meditation training, drawing especially from the Buddhist practices of loving-kindness and compassion. Co-requisite or prerequisite: COR113 or COR130.

**REL348**

**Flight of the Swans: Dharma Comes West (3.0)**

This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. We explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities, both immigrant and convert. This will include visits to various local Buddhist centers to experience their religious services in social context. Our scope includes spirituality and religion, literature, and social activism, as well as issues of pluralism, class, race, gender, and cultural appropriation. Co-requisite or prerequisite: COR113 or COR130. Cross-listed as REL 546.

**REL349**

**Tibetan Buddhism: Inside the Mystique (3.0)**

This course introduces Buddhism as it flowered in the Tibetan cultural region, with emphasis on the traditional cosmology of Tibet, its religious history, its esoteric teachings and practices (Hinayana and Mahayana), and its esoteric teachings and practices (Vajrayana). Special attention will be paid to the meditative traditions of Tibet and the Tibetan Book of the Dead. Co-requisite or prerequisite: COR113 or COR130.

**REL351**

**Theories of Alternate Spiritualities and New Religious Movements (3.0)**

This course provides theoretical frameworks for deepening student knowledge and understanding of alternative spiritual approaches through various lenses, including the insider-outsider problem, sociological and anthropological approaches to religion. Materials covered may include history of American spirituality, entheogens and shamanism, cults and sects, Neopaganism and various movements that arise in popular culture and practice. Special emphasis is placed on written and oral expression, integrative understanding, and the relationship between religious traditions and the personal spiritual understanding/journey. The goal of this course is to give students the necessary tools to produce academically rigorous research projects in any area of the field.

**REL355**

**Sanskrit in Sacred Traditions of India (3.0)**

A basic introduction to the Sanskrit language directly linked to sacred concepts drawn from the sacred traditions of Tantra, Vedanta, and Sankhya. Language skills presented include the oral and written Sanskrit alphabet [devanagari], Roman transliteration, and an introductory recognition of some Sanskrit grammar.
elements. Explanations of sacred Sanskrit terms/concepts with brief overviews of the representative sacred traditions are interwoven in the course. Participatory oral chanting of the alphabet, sacred seed syllables, and sample concepts/terms/verses are integrated into the class format. Co-requisite or prerequisite: COR113 or COR130.

**REL375**
Tibetan III (4.0)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan, primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL284. Cross-listed as REL553.

**REL376**
Inner Oral Tradition of the Torah (3.0)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies will be used toward this end. Dramatization of stories will be utilized to access the students' emotions and intuitive powers. Exposure to practices like shofar and succah will give the students a firsthand experience of Jewish contemplative practice. Offered alternate years. Cross-listed as REL676. Co-requisite or prerequisite: COR113 or COR130.

**REL377**
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onward through the Goldman and Goldman primer, Devavanaipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL287. Cross-listed as REL557.

**REL385**
Tibetan IV (4.0)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan, primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL375. Cross-listed as REL583.

**REL387**
Sanskrit IV (4.0)
In this semester, we complete the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanaipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Cross-listed as REL587. Prerequisite: REL377.

**REL390W**
Shambhala Training Level I: The Art of Being Human (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL391W**
Shambhala Training Level II: Birth of the Warrior (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL392W**
Shambhala Training Level III: Warrior in the World (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL393W**
Shambhala Training Level IV: Awakened Heart (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend
of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL394W**
Shambhala Training Level V: Open Sky (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL395W**
Shambhala Training Level VI: Great Eastern Sun (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL479**
Capstone Seminar and Senior Project (3.0)
This course reviews religious studies as an academic discipline, with a special emphasis on applying religious studies methodology to religious traditions and phenomena encountered in their major study. Special emphasis is placed on written and oral expression, integrative understanding, and the relationship between religious traditions and the personal spiritual understanding/journey. The principle that both outer and inner knowledge contribute to one’s path, which was introduced at the beginning of the student’s journey, is brought to fruition. The particular focus of the second half of the class is the final preparation and presentation of the senior project. Prerequisite: REL351.

**REL490W**
Shambhala Training Level VII: Windhorse (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL491W**
Shambhala Training Level VIII: Drala (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL492W**
Shambhala Training Level IX: Meek/Perky (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL493W**
Shambhala Training Level X: Perky (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL494W**
Shambhala Training Level XI: Outrageous & Inscrutable (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL495W**  
Shambhala Training Level XII: Golden Key (1.0)  
Shambhala Training is the path of study and practice of Shambhala warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL499**  
Independent Study: Religious Studies (0.5-4.0)  
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**REL501W**  
Theravada Vipassana: Weekend (1.0)  
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL157W.

**REL503**  
Tibetan I (4.0)  
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary, and training in the skills of correct pronunciation, handwriting, and spelling. Students should expect to study at least eight hours per week outside of class. Course Fee. Cross-listed as REL274.

**REL504W**  
Breeze of Simplicity: Meditation Weekend (1.0)  
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W. Ven. Dr. Pannavati, a black, female Buddhist monk ordained in the Theravada and Chan traditions, studies in the Vajrayana tradition, and received transmission from Roshi Bernie Glassman of Zen Peacemaker. A former Christian pastor, she is co-founder and co-Abbot of Embracing-Simplicity Hermitage and Co-Director of Heartwood Refuge, an intentional community and residential retreat and conference center in Hendersonville, NC. She is president of the Treasure Human Life Foundation. Pannavati conducts retreats nationally at over fifty centers each year. She advises the cultivation of both wisdom and compassionate action and believes it is fine to sit, meditate, and pray when things are good; when they are not, we are compelled to get off our pillows and do something.

**REL507**  
Sanskrit I (4.0)  
An introduction to the classical Sanskrit language. The first-year course includes developing familiarity with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours per week outside of class. Cross-listed as REL277.

**REL525**  
Contemplative Christianity (3.0)  
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture, and spiritual evolution, especially as these views contrast with modern fundamentalism. This class also studies the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

**REL529**  
Contemplative Judaism (3.0)  
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Cross-listed as REL 229.
REL530
Contemplative Hinduism (3.0)
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early Tantra, and the Yoga Sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama; mantra; and ritual. Offered alternate years. Cross-listed as REL330.

REL533
Tibetan II (4.0)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL284.

REL535
Kabbalah and Consciousness (3.0)
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 321.

REL537
Sanskrit II (4.0)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

REL540
Zen Buddhism (3.0)
In this course the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen Masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Course fee. Cross-listed as REL 345.

REL543E
Classical Jewish Mysticism (3.0)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the sixteenth century. The history and contemplative approach of the Hekhalot/Mekavah School, Abraham Abulafia, the Zohar School, and Isaac Luria are covered. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepares the student for further study of contemplative Judaism. Throughout the course, attention is paid to the experiential dimension of the teachings. Co-requisite: REL529 or equivalent.

REL545
Contemplative Islam (3.0)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs, and prescribed practices of the Islamic world, as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the prophet Muhammad. A central theme that is examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternate years.

REL546
Flight of the Swans: Dharma Comes West (3.0)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. We explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities, both immigrant and convert. This will include visits to various local Buddhist centers to experience their religious services in social context. Our scope includes spirituality and religion, literature, and social activism, as well as issues of pluralism, class, race, gender, and cultural appropriation. Cross-listed as REL 348.

REL547
Contemplative Practice Intensive (1.5-6.0)
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Undergraduate students may choose to complete a program ranging in length from one week to a maximum of four weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhist meditation centers, Shambhala retreat centers, Zen centers, Christian monasteries, ashrams, and Jewish contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable-credit; the number of credits (1.5-6) will be determined by the length of the retreat. Cross-listed as REL258.

REL548W
Zen Intensive Weekend (1.0)
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm-its teachings, practices, and realization-can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.
REL553
Tibetan III (4.0)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan, primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

REL554W
Opening the Heart (1.0)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL255W.

REL557
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3.0)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the eighteenth century. Topics include contemplative prayer, mystical/charismatic leadership, mystical immanence of the Divine, worship through materiality, devekut (mystical union), minhag (custom), and ecstatic forms of music and dance. Co-requisite: REL529 or equivalent.

REL571
Christian Prayer and Mystical Practices (3.0)
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian Meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 271.

REL583
Tibetan IV (4.0)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan, primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL585
Spiritual Models of Social Action (3.0)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4.0)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Prerequisite: REL557. Cross-listed as REL387.

REL590
Special Topics in Religious Studies (3.0)
The Special Topics course explores topics of general focus and relevance to the field of religious studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL190.

REL600
Meditation Practicum I: Seeds of Peace (3.0)
Students are introduced to sitting meditation practice, drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor, and daily meditation practice. MA and MDiv.

REL602
Contemplative Communication in Spiritual Caregiving (3.0)
The discipline of professional spiritual caregiving is both a quality of being in the world and a collection of techniques and skills. Contemplative spiritual caregiving is neither science nor art, but a craft that combines theoretical, technical, theological, and philosophical principles with inner intuition, skillful communication, and a dynamic ability to reside in the present moment. This class
examines the nature of human communication and the ways that our habitual patterns of listening, speaking, and making meaning are shaped by our familial and cultural heritage. By learning and practicing contemplative approaches to attending others, students bring awareness to their personal communication styles and cultivate skillful means in helping relationships. Through student presentations of family maps and process exercises built on these presentations, we explore the many faces and aspects of caregiving through the lens of family systems.

REL603
Tibetan V (3.0)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan, primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1.0)
The first in a three-course series training students to offer instruction in shamatha practice and become mindfulness instructors. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty, peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a dathun, and must have maintained a consistent shamatha practice for at least one year. Course fee.

REL611
First Turning of the Wheel: Nature of Mind and Emotions (3.0)
The first turning introduces the early sutra discourses of the Buddha and the abhidharma [higher dharma] distillation of the Buddhist teachings on the nature, structure, and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern [Vaibhashika] and Southern [Theravada] schools, along with historical context and applications to meditation practice.

REL611E
First Turning of the Wheel: Nature of Mind and Emotions (3.0)
The first turning introduces the early sutra discourses of the Buddha and the abhidharma [higher dharma] distillation of the Buddhist teachings on the nature, structure, and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern [Vaibhashika] and Southern [Theravada] schools, along with historical context and applications to meditation practice.

REL614
Mind and Its World I (3.0)
An in-depth, systematic exploration of the many types of minds and mental factors that arise and the objects that comprise the world that the mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion, and generating insight.

REL615
Power, Privilege and Diversity (3.0)
An examination of the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory, and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power, and diversity, and group-field process work as a way to engage group life.

REL616
Process Lab I (1.0)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL602. Instructor approval required for non-MDIV students.

REL620
Meditation Practicum II: Self and No-Self (3.0)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Based on the Theravada and Tibetan Shedra traditions. Prerequisite: REL600 or permission of instructor.

REL623
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices-ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years.

REL624
Mind and Its World II (3.0)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, how we generate afflicted mental states and how to reverse them through the three trainings and the stages of the path,
the nature of nirvana, and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL614. Required for both the History of Religions and Tibetan Tradition emphasis.

REL625
Christian Scripture and Spirituality (3.0)
Combining a survey of Christian canonical biblical texts with their contemporaneous ancient near-Eastern literatures including Gnosticism, this course introduces students to major biblical and theological themes within Christian discourse. The course explores prevailing practices many Christians utilize to integrate sacred scripture within individual and communal rituals, and meets the needs of MDiv students preparing for professional spiritual care. Western social justice, peacemaking, and mystical traditions will be considered in light of contemporary challenges of textual interpretation, fundamentalism, gender and sexuality, constructions of “God,” and contemporary spirituality. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3.0)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting, and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism are also considered. Topics covered include the role of lineages, teachers, and meditation; and the use of intellect, community, personal experience, and so forth.

REL631E
Musar and Pietism: The Jewish Ethical Tradition (3.0)
This course surveys the teachings and literature of the major pietistic trends from the Middle Ages until modern day. Emphasis is placed on the medieval pietistic teachings of Bachya Ibn Pequdah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of sixteenth century Safed as expressed in texts such as Reishit Chochmah; on the writings of Moshe Chayyim Luzatto; on the teachings of the East European Musar schools of Slobodka, Novhorodok, and Salant; and on modern expressions of Musar such as those found in the writings of Levinas, Hutner, and Soloveichik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Corequisite: REL529 or equivalent.

REL633
Tibetan VI (3.0)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan, primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Prerequisite: REL603.

REL634
Hindu Tantra-Yoga (3.0)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a non-dualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance/music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Crosslisted as REL334.

REL635
Meditation Practicum III: Mind-Training (3.0)
This course continues instruction in meditation practice, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (Lojong), and the exchange of the self and other (tonglen). Based on the Indian and Tibetan traditions. Prerequisite: REL620 or permission of the instructor.

REL644E
Contemplative Judaism Practicum: Prayer and Meditation (3.0)
This experiential course provides students with instruction and guidance in traditional and contemporary modes of Jewish contemplative practice. Practices include davenen (traditional liturgical prayer), Hebrew letter manipulation and chanting, visualization practices, contemplative ritual, niggunim (melodic meditation), breathing practices, Lurianic prayer, musar practices, Hasidic dancing, HaBaD hitbonenut (contemplation) practice, and contemporary expressions of Jewish meditation. Prerequisites: REL529, REL543e, and REL561e.

REL645
Methods and Issues in the Study of Religion (3.0)
This course examines a variety of methodologies that have been, and continue to be, used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space, and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist, and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, and Eliade.

REL650
Buddhist Meditation Intensive (0.0)
In this twenty-eight-day intensive group meditation, students practice shamatha-vipashayana in Tibetan, Zen, or Insight Meditation traditions under the guidance of trained meditation instructors. The choice of retreat is approved by Religious Studies faculty and school director beforehand. This training can provide experiential, direct insight into the nature of mind and the Buddhist teachings. The meditation intensive is a noncredit requirement for the MA in Religious Studies: Indo-Tibetan Buddhism (with or without Language)
and the Master of Divinity programs. Students should complete the meditation intensive during the winter break of their first year or the summer following their first year.

**REL651**
**Contemplative Practice Intensive: Religious Studies Students (0.0)**
This twenty-eight-day group contemplative practice intensive can be done at an established contemplative center in a faith tradition of the student’s choice: Christian monastery, Hindu ashram, Tibetan Buddhist meditation center, Jewish contemplative retreat center, Zen monastery, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. The choice of retreat is to be approved by Religious Studies faculty and school director beforehand. The contemplative practice intensive is a non-credit requirement for MA in Religious Studies: Contemplative Religions [with or without Language] and Master of Divinity programs. Students should complete the contemplative practice intensive during the winter break of their first year or the summer following their first year.

**REL654**
**Process Lab II (1.0)**
A continuation of REL616. MDiv, taken concurrently with REL615. Prerequisite: REL616.

**REL655**
**Trends in Religious Studies (3.0)**
Can a scholar be both a participant and an observer? The field of religious studies is enfolded in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, intertextual, and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion and science, postcolonial approaches, politics, and the interaction of religion with race, class, and gender through the social sciences.

**REL658**
**Ritual Arts (3.0)**
This course examines working with the collective community field through ritual, the art of understanding and embodying the sacred through activities of body, speech, and mind. The course will study and present rituals such as weddings, funerals, blessings, and rites of passage in order to equip chaplains, ministers, and spiritual leaders to serve their constituencies. The course will train students to craft and lead ritual, discerning the needs of the community, the articulation of sacred space, as well as their own authentic voice.

**REL661**
**Second Turning of the Wheel: The Bodhisattva Path (3.0)**
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s “Root Verses of the Middle Way” and its commentaries. Prerequisite: REL611.

**REL661E**
**Second Turning of the Wheel: The Bodhisattva Path (3.0)**
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Online Course. Prerequisite: REL611.

**REL663E**
**Jewish Law: Traditional, Progressive, Radical (3.0)**
This course investigates the philosophic and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophic views of halakha (Jewish law), antinomian trends, and contemporary expressions of halakhic practice. Ranging from the Talmudic to modern periods, this course emphasizes the teachings of Mendelssohn, Hirsch, Rosenzweig, Mordechai Kaplan, Soloveitchik, Hartman, Levinas, and Zalman Schachter-Shalomi. Special attention is given to how these teachers understand the relationship between Jewish law and the process of inner transformation. Co-requisite: REL529 or equivalent.

**REL672**
**Non-Dualism in Theory and Practice (3.0)**
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences, and aspirations? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

**REL676**
**Inner Oral Tradition of the Torah (3.0)**
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used toward this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and succah give the students a firsthand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.
Shambhala Training Level I: The Art of Being Human (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level II: Birth of the Warrior (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level III: Warrior in the World (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level IV: Awakened Heart (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level V: Open Sky (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level VI: Great Eastern Sun (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Independent Study: Religious Studies (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

The Middle Way School (3.0)
This uncompromising rejection of stable, findable existence in any phenomena as the profound basis for non-dual compassionate action is a radical challenge to our conventional sense of having an existent self that experiences solid objects, with its resulting dualistic approach to ethics. Its famous teachings on emptiness and its union with compassion has generated a range of interpretations, which are explored, particularly in the Indian as well as the Tibetan Kagyu, Nyingma, and Geluk traditions. Prerequisite: REL661.

Tibetan Translation Project (1.5)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text, or portion of a text, in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context,
and content of the specific text and genre. Students may only take this class with the permission of the program.

REL703
Sanskrit Translation Project (1.5)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text, or portion of a text, in consultation with the senior translator. The goal is to deepen the student's knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the program.

REL705
Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1.0)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty, peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel: Yogacara and Buddha Nature (3.0)
An examination of the most important perspectives, ideas, and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana and the Uttaratantra Shastra, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Prerequisite: REL 661.

REL714
Introduction to Pastoral Care (3.0)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It correlates the relationship between pastoral care and religious ethics, with a special emphasis on Buddhist and Christian comparative ethics. The theories and practices of spiritual and psychological assessment are presented, as well as experiential listening, navigating boundaries, ritual, prayer, and self-care.

REL720
The Mahayana Path to Enlightenment (1.5)
This course is a presentation of the five paths on the voyage to awakening, the ten bodhisattvas' bhumis, or levels of realization, and the result: the enlightenment, Buddha's kayas and wisdoms as well as enlightened activity. We will study what is required to embark and progress on the path and what the goal of such spiritual journey is. Students register for this course through Naropa but take it in the Nitartha Institute summer program.

REL725
Contemplative Practice Intensive (Residential Retreat) (3.0)
The residential component of the program aims to facilitate the deeper integration and embodiment of the central contemplative practices covered over the course of the program. The retreat consists of an intensive practice format, with sitting practice, movement-based practice, and process-oriented exercises. During this five-day retreat, each day consists of nine program hours. Note: For MA degree students, residential attendance is required. For Online Certificate students, residential attendance or participation in the residential retreat through an online format (if available) or attendance at a local retreat approved by the faculty coordinator of the program will be acceptable. Prerequisites: REL543e and REL561e.

REL728
Process Lab III (1.0)
A continuation of REL654. MDiv only. Prerequisite: REL654.

REL744
Master of Divinity Field Education I (1.5)
Field Education is a supervised training experience in which students enhance their learning in ministry and/or social engagement through field work supported with supervision and feedback. Through field education, students learn and serve as health-care and prison chaplains, social justice advocates, educators, and organizers. Field education bridges and deepens the pastoral education of the Naropa MDiv program with the reflective practice of ministry in congregations and community settings. Field education is different from volunteer work or employment in that it is a supervised program that integrates academic study, spiritual discipline, and the practice of ministry.

REL745
Master of Divinity Field Education II (1.5)
A continuation of REL744.

REL747
Master of Divinity Clinical Pastoral Education (3.0)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections, and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students' understanding
of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

**REL749**
**Contemporary American Religion (3.0)**
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals, and liturgical practices and their application in crisis and transition situations that span the human life cycle, such as birth, marriage, illness, and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.

**REL751**
**Buddhism in Tibet (3.0)**
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism, and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet's unique contributions to Buddhism. Offered alternative years.

**REL760**
**Vajrayana: Symbol, Inconography, and Ritual (3.0)**
This course explores selected literature of Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years. Prerequisite REL624 or REL661.

**REL763**
**Dharma Talks and Religious Education (3.0)**
This course examines how individuals and communities understand religious and spiritual principles and practices, including history, current trends, foundational theories, and applicable skills. Topics include theories of learning from both Western and Eastern perspectives, stages of faith and moral development, venues for religious education, and skill training in curriculum development and lesson planning. Students will deliver dharma talks, sermons, dialogues, and small group teaching utilizing effective methods of discourse and facilitation.

**REL768**
**Process Lab IV (1.0)**
This course is a continuation of REL728. MDiv only. Prerequisite: REL728.

**REL779**
**Interreligious Dialog (3.0)**
This course introduces the student to the creative potential of interreligious dialog for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy views of dialog, students learn essential skills and protocols applicable to a variety of dialog settings. Classes also include dialog practical workshops.

**REL780**
**Meditation Practicum IV: Maitri and Mandala (3.0)**
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice (maitri) provides a personal experience of these families, and this practice is a central part of this class. Based on the Indian and Tibetan traditions. Prerequisite: REL635 or permission of the instructor.

**REL790W**
**Shambhala Training Level VII: Windhorse (1.0)**
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL791W**
**Shambhala Training Level VIII: Drala (1.0)**
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL792W**
**Shambhala Training Level IX: Meek/Perky (1.0)**
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society.
based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL793W
Shambhala Training Level X: Perky (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship-the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL794W
Shambhala Training Level XI: Outrageous & Inscrutable (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship-the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL795W
Shambhala Training Level XII: Golden Key (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorship-the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL804
Applied Ethics and Service Learning (2.0)
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork, with special emphasis on the application of ethical principles in the context of ministry in the community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. The Naropa Chaplaincy Project is the site for the service-learning aspect of the course.

REL809W
Mindfulness Instructor Training III (1.0)
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of caregivers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisite: REL709W. Course fee.

REL820E
Advanced Mystical Text Seminar (3.0)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Chassidic traditions. All texts are studied in translation from Hebrew and/or Aramaic. The author, text, or topic changes each semester according to the specific needs of the students. Some of the texts we may study include the works of: Isaac the Blind; Azriel of Gerona; Nachmanides; Joseph Gikatilla; the Zohar; Meir Ibn Gabbai; Moses Cordovero; Isaiah Horowitz; Isaac Luria; Hayyim Vital; the Baal Shem Tov; the Maggid of Mezheritch; Ya’aqov Yosef of Polonoyye; Menahem Mendel of Vitebsk; Levi Yizhakov of Berdichev; Menahem Nahum of Chernobyl; Elmelek of Lihzensk; Shneur; Zalman of Liadi; Nahman of Brazil; and Mordekhai Yosef Leiner; inter alia. Prerequisites: REL543e and REL561e.

REL853
MDiv Capstone Seminar (3.0)
This course is designed to prepare the Master of Divinity students to undertake the writing of a capstone project required by the program. This final, integrative project offers students an opportunity to integrate assessments and course-work experiences during their matriculation in the MDiv program, and to construct a theological worldview within the professional field of chaplaincy and/or spiritual leadership. This capstone project is intended to not only draw from the full range of MDiv course materials and experiences, but is also designed to encourage students to place their constructive work in conversation with literature and research in their respective field(s). Transpersonal, contemplative, feminist, action/participant, social change, and intuitive inquiry are also explored.

REL880
Comprehensive Exam (0.0)
For students in the MA and MDiv programs only. Please see your advisor for more information.
REL885
Master’s Project (0.0)
MA and MDiv only.

REL886
Extended Master’s Project (0.5)
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.

Somatic Counseling Psych
CNSB626
Foundations of Body Psychotherapy (2.0)
Body psychotherapy is a distinct branch of the main body of psychotherapy, one which involves an explicit theory of mind-body functioning. This theory takes into account the complexity of the intersections and interactions between the body and the mind, with the common underlying assumption being that a functional unity exists between mind and body. Although a wide variety of approaches and techniques are used within the field of body psychotherapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of body psychotherapy, beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi therapies with Body-Mind Psychotherapy (BMP) serving as a supportive and integrative theoretical framework. Co-requisite: CNSB626.

CNSB716
Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change (2.0)
An advanced theory and skills course that studies both developmental and traumatic wounding, and the adult patterns of thought, emotion, and behavior these wounds create. Using various methodologies, students gain a somatic understanding of trauma and its physiological and psychological effects. Practical somatic techniques for contacting, accessing, deepening, processing, transforming, and integrating developmental and traumatic experiences are taught. Prerequisite: CNSB626. Co-requisite: CNSS753.

CNSB871
Internship I: Body Psychotherapy (1.5-2.0)
This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings, and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only. This will be a 2 credit course for all incoming students under the 2017-2018 catalog. Prerequisite: CNSS790. Co-requisite: CNSS823.

CNSB881
Internship II: Body Psychotherapy (1.5-2.0)
A continuation of CNSB871, this course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only. This will be a 2 credit course for all incoming students under the 2017-2018 catalog. Prerequisite: CNSB871. Co-requisite: CNSS853.

CNSD616
Foundations of Dance/Movement Therapy (2.0)
An experiential and didactic introduction to the field of Dance/Movement Therapy, including its historical roots and evolution; the contributions of major pioneers in the field; and the beginning exploration of various theoretical models and their implications for clinical practice, based on a commitment to diversity, service, and contemplative practice. Designed to introduce students to the diversity of the work of dance/movement therapists with both groups and individuals, and to begin to prepare students to facilitate dance/movement therapy with a wide range of clients. Co-requisite: CNSS623.

CNSD716
Specialized Approaches In Dance/Movement Therapy: Therapist as Artist (2.0)
An exploration of the creative healing arts and the therapist’s role as artist. Theories of imagination and creativity are examined through the lens of inclusivity and clinical skill building. In addition, this course focuses on the relationship of Dance/Movement Therapy to other creative arts modalities. Readings, discussion, in-class experientials, out of class practice, and guest lecturers provide an overview of theory, techniques, and considerations for special populations. Emphasis is on the integration and application of creative modalities, and their application to specific populations. Prerequisite: CNSD616. Co-requisite: CNSS753.

CNSD871
Internship I: Dance/Movement Therapy (1.5-2.0)
After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship, and under Board Certified Dance Movement Therapist (BC-DMT) mentorship, leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement
systems on clients from socioculturally marginalized groups will be related to the counselor, client, and counseling process. The impact of nationality, language, size, gender expression, religion) as they explored through age, socioeconomic status, ability, gender, identities/locations (ethnicity, sexual/affectional orientation, race, of seeing the body descriptively, in stillness as well as in motion. A segmented, process-oriented, and archetypal frameworks; the greater focus will be placed on gathering the basic kinesiological, morphological, developmental, energetic, segmented, process-oriented, and archetypal frameworks; the overarching context for encapsulating these concepts is through the lens of Laban Movement Analysis (LMA). In the second part of this series, greater emphasis is placed on deriving clinical meanings from these observations. In both semesters the process of observing the body and its movement patterns will be approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.

CNSD823
Group Community Skills I (0.0)
This course is designed as a laboratory for students to learn experientially about group dynamics and leadership. Through personal exploration, communication skills practice, and integration of and participation in group relationship, this course serves as a clearinghouse for student questions, conflicts, and problem-solving regarding group dynamics. Somatic Counseling Psychology students only. Co-requisite: CNSD616 or CNSB626. Course fee.
CNS5631
Counseling and Helping Relationships I: Verbal and Nonverbal Skills (3.0)
Introduction to the basic forms and practices of facilitating body- and movement-centered therapy and counseling sessions with individuals. Emphasis is on the stages of counseling, basic counseling skills, attitudes, and values of the counselor, multicultural perspectives, and the importance of the counseling relationship. Skills covered include facilitating a client through the developmental stages of individual process; basic attendance; finding unconscious associations; identifying and working with sensation and movement; cultivation of empathic, compassionate, non-judgmental states; and sensitivity to and methods for working with diverse populations. Methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam that integrates the student’s learning.

CNS5637
Body/Movement Observation and Assessment II (2.0)
The second semester of a two-semester series in which students begin to look at how the mind is expressed through the body. With basic body/movement observation and assessment concepts and skills gathered in the first semester, the second semester places greater emphasis on deriving clinical meanings from these observations. In particular, this course focuses on learning the psychotherapeutic implications of developmental movement and body patterning as they relate to the psychological perspectives of object relations, self-psychology, and attachment theory. This theory is viewed through the lenses of the Kestenberg Movement Profile (KMP), Laban Movement Analysis (LMA), Body-Mind Centering (TM)/Body-Mind Psychotherapy (BMC/BMP), and anatomical kinesiology. Additionally, students continue exploring the dynamic relationship between their own movement preferences and repertoires as they interface with those of others so that this awareness becomes a resource for effectively working with transference and countertransference in psychotherapy. In both semesters the process of observing the body and its movement patterns is approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment. Prerequisite: CNS5621.

CNS5646
The Body in Meditation and Psychotherapy I (1.0)
Explores mindfulness-awareness meditation practice: how we work with ourselves, and how this informs and supports our training as body-based psychotherapists. The course also explores the application of mindfulness-awareness practice in contemporary psychotherapies, and how this practice has influenced individual therapists’ work. The body in stillness is the ground to work directly with our moment-to-moment experience of body, speech, and mind. Includes practice sessions, lecture, discussion, experiential exercises, and in-class writing.

CNS5649
The Body in Meditation and Psychotherapy II (1.0)
Further topics in the areas of somatically-based contemplative practices are explored. Prerequisite: CNS5646.

CNS5653
Group Community Skills II (0.0)

CNS5657
Clinical Neuroscience (3.0)
This course investigates the relationship between the nervous system and other body systems, and cognitive, emotional, and behavioral processes. By understanding the relationship of body structures such as the brain, the heart, and the gut with thinking, feeling, sensing, and moving, students can construct a continuum from theory to practice that generates scholarly and scientifically sound treatment options for the field of somatic counseling psychology.

CNS5661
Counseling & Helping Relationships II: Verbal and Nonverbal Skills (3.0)
Using direct experiences to develop clinical skills, this advanced course works with the basic forms and practices of facilitating body- and movement-centered therapy and counseling sessions with individuals. The skills covered include working with resistance, emotional arousal, therapeutic transference/countertransference, character strategy, relationship issues, and energy states. Examples will be given of how the skills apply in various settings to diverse populations. Methods of instruction include in-class role-playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning. Prerequisite: CNS5631.

CNS5663
Family Systems: Methods of Family Therapy (2.0)
The exploration of family and social systems as higher levels of body organization, the course combines family and social systems theory with somatic perspective to provide an overview for treatment. Students learn skills for working with diverse family systems and work experientially with genograms.

CNS5699
Independent Study: Somatic Counseling (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work is decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

CNS5700
Assessment (3.0)
Students are introduced to various historical and contemporary approaches to assessment and evaluation within the mental
health delivery system. In particular, students learn the basic elements of standardized and nonstandardized testing and assessment; key components of psychometric testing including validity, reliability, and relevant statistical concepts; important ethical considerations related to clinical assessment; and multicultural perspectives on the development, selection, administration, and implementation of assessment and evaluation measures across common counseling environments. Throughout the course, students develop an understanding of how to integrate clinical assessment and evaluation tools into their diagnostic processes so that they are better able to craft therapeutic interventions using principles of counseling, body psychotherapy, dance/movement therapy, and multicultural awareness. Course fee.

CNSS710
Research and Program Evaluation (3.0)
An introduction to the field of research methods and program evaluation as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, including the importance of research, and opportunities and methodologies for conducting research in the counseling field. Research methods including qualitative, quantitative, single-case, action, and outcome-based are surveyed. Principles, models, and applications of needs assessment, program evaluation, and use of findings to affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reports, and methodologies that centralize diversity and inclusion are also topics of importance.

CNSS711
Career Development I (2.0)
The first of two lifestyles and career development courses, this course provides a first look into career development theory and decision-making models. Students learn career development program planning, placement, organization, implementation, administration, and evaluation. Students address the symbiotic relationship between learning in the classroom and clinical applications in the community as they explore and reflect on their own career development. This course serves as preparation for students to study the relevance of counseling psychology to marginalized and oppressed as well as privileged populations through a Practicum Placement in the fall semester.

CNSS723
Group Community Skills III (0.0)
A continuation of CNSS653: Group Community Skills II. Somatic Counseling Psychology students only. Co-requisite: CNSS790. Course fee.

CNSS731
Career Development II (1.0)
A continuation of Career Development I, this course further addresses career development theories, techniques, counseling, guidance, and education strategies. Students learn and become familiar with occupational and educational information sources and systems, effectiveness evaluation, and assessment tools and resources. Attention is paid both to the student’s personal experience and to the implications for counseling others. Prerequisite: CNSS711.

CNSS736
Current Methods and Skills in Psychotherapy (3.0)
Major current approaches in psychotherapy theory and practice, including Cognitive Behavior Therapy (CBT), Dialectic Behavior Therapy (DBT), and Solution Focused Therapy are explored. Students have the opportunity to examine how each of these methods operates independently, as well as how they interface with more traditional approaches. Students also begin to work with these approaches in a way that builds clinical skill development in alignment with a somatic psychotherapy orientation.

CNSS751
Group Counseling (3.0)
Introduces beginning dance/movement therapists and body psychotherapists to the skills they need to lead clinically focused therapy groups. These skills include an understanding of: group formation; the developmental stages of groups; group norms; multicultural issues in groups; methods for soliciting and integrating minority member influences; styles of communication among group members; group dynamics; group leadership styles; and group productivity. Specific movement-oriented, body-based interventions will be discussed and practiced in experiential and student-led group facilitations. Co-requisite: CNSS653.

CNSS753
Group Community Skills IV (0.0)
A continuation of CNSS723: Group Community Skills III. Somatic Counseling Psychology students only. Co-requisite: CNS8716 or CNSD716. Course fee.

CNSS756
Advanced Counseling Skills II: Diagnosis and Treatment in Clinical Mental Health (3.0)
This course supports students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. In particular, students learn and utilize the major diagnostic categories within the DSM-V as a tool for dimensional, integrative case conceptualization. This information is incorporated into a body-based, movement-oriented, multicultural perspective as a means of deepening and broadening the traditional wisdom of mental health diagnosis and treatment planning within the counseling environment. In addition, students refine their skills in identifying and working with resistance or therapeutic ambivalence; develop greater facility in tracking transference and countertransference in the therapeutic relationship; and cultivate greater facility in using touch, imagery, music, rhythm, props, somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration. Prerequisite: CNSS610.
CNSS790
Counseling Practicum (3.0)
The purpose of this course is to provide a support forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the community and the mental health care system from a body-centered, movement-oriented perspective. This course integrates academic study and skills practice with community-based learning and offers student support around internship placement issues, as well as structured clinical training. This course offers 1.5 hours of group supervision during practicum placement each week. There is a $150 special fee for a mandatory ASIST (Applied Suicide Intervention Skills Training), which takes place over one weekend of the semester. Prerequisites: CNSS711 and completion of 100-hour fieldwork placement. Co-requisite: CNSS723.

CNSS801
Professional Counseling Orientation and Ethical Practice (3.0)
A concluding seminar to help prepare the student for what to expect after degree completion, the course focuses on ethical and legal issues, relationships to professional organizations, and employment realities. Students develop awareness and skills in ethical decision-making through review of professional and ethical codes, relevant legal statutes, and case scenarios. Students also prepare written theoretical frameworks and resumes and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: CNSS790. Somatic Counseling Psychology students only.

CNSS823
Group Community Skills V (0.0)
Further practice of the skills and techniques covered in Group Community Skills IV, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. Co-requisite: CNSS871 or CNSS8871. Course fee.

CNSS834
Master’s Paper Seminar I (1.0)
This course prepares students to write a culminating scholarly paper that reflects the student’s integrative and synthetic critical thinking in Somatic Counseling Psychology. Students choose to either write an extensive case study taken from their internship, or a theoretical/research paper formatted and submitted for publication in a professional journal. The course helps the student to select and refine a topic, review the existing literature, organize their writing, and begin working with an assigned reader. Prerequisite: CNSS710. Course fee.

CNSS835
Master’s Paper Seminar II (1.0)
A continuation of CNSS834, designed to assist students in writing their master’s project paper. Class content addresses the students’ particular needs as the project develops. Particular emphasis is placed on scholarly writing and publication requirements. The course culminates in an oral presentation of the students’ work on Master’s Paper Presentation Day, designed to be a capstone experience of the students’ time in the program. Prerequisite: CNSS834. Course fee.

CNSS853
Group Community Skills VI (0.0)
Further practice of the skills and techniques covered in Group Community Skills IV, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. Co-requisite: CNSB891 or CNSD891. Course fee.

CNSS877
Extended Internship Placement (0.0)
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship Placement II. Required for any student who has completed Internship Placement I and II and who still remains in a clinical internship placement.

CNSS882
Extended Master's Paper Project (0.5)
Required for all Somatic Counseling Psychology students who have finished five semesters of course work and who have yet to finish their master’s paper, this class is to be taken the fifth semester of study, and subsequent semesters, until the paper is completed. Somatic Counseling Psychology students only.

Study Abroad
ANTH211
Contemplative Intercultural Development and Leadership (4.0)
Section A: Andes and Amazon. The process of understanding self in relation to others in our globalized world is essential in the twenty-first century. Who we are is carefully examined through the experience of living, learning, and engaging in the Andes/Amazon region. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills, and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their own authentic leadership capabilities and strengths as responsible and curious citizens of the globe.
Section B: China. The process of understanding self in relation to others in our globalized world is essential in the twenty-first century. Who we are is carefully examined through the experience of living, learning, and engaging in China. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills, and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their
own authentic leadership capabilities and strengths as responsible and curious citizens of the globe.

Section C: Himalayan Studies. The process of understanding self in relation to others in our globalized world is essential in the twenty-first century. Who we are is carefully examined through the experience of living, learning, and engaging in the Himalayan region. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills, and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their own authentic leadership capabilities and strengths as responsible and curious citizens of the globe.

Section D: India. The process of understanding self in relation to others in our globalized world is essential in the twenty-first century. Who we are is carefully examined through the experience of living, learning, and engaging in India. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills, and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their own authentic leadership capabilities and strengths as responsible and curious citizens of the globe.

ANTH250
Regional Seminar (4.0)

Section A: Tradition, Change, and Cultural Resilience (Andes and Amazon). This course is designed to immerse students in the myriad cultures of the Andes and Amazon and their relationship to the land. Through a combination of hands-on experiences, workshops, guest speakers, collaborative lessons, reading and writing assignments, as well as independent work, students come to know this material well and the importance of it in the Andes and Amazon. This course moves briefly and broadly through a variety of important aspects of weather. Students are provided with an extensive introduction to meteorology, including radiation, temperature, moisture, rainfall, forms of condensation and precipitation, air pressure and winds, human rights, caste, history, and the status of women. Students are introduced to the religious traditions that make up the Himalayan region to further understand and appreciate their philosophies and values, and how they have evolved and influenced other systems of belief. Students are provided with an extensive introduction to Hinduism and to Mahayana Buddhism, in particular to the Tibetan tradition. As part of the latter, students participate in a ten-day meditation retreat.

Section D: Life Along the Ganges River. This course provides students with an in-depth introduction to the cultures and traditions along the Ganges River, with a focus on Varanasi (Banaras). Each week, professors from Banaras Hindu University (BHU) and local experts present lectures to students on such topics as the role of women in a Hindu and Muslim country, economic issues of the caste system, and environmental sustainability. Substantive readings and response papers are assigned weekly to give important historical context to these lectures. Then, utilizing the experiential learning potential of India’s oldest-living city, students also visit important sites in and around Varanasi. Students gain an understanding of some of the traditions, religious practices, history, and contemporary lifestyles of the people who make the cities and villages along the Ganges River their home. In addition to these field studies and family stays, students meet with locals who conduct research, perform in the arts, or serve as religious and/or community leaders.

BAGM321
Agricultural Meteorology (3.0)

Agricultural Meteorology module explains the concepts of meteorology, including radiation, temperature, moisture, rainfall, forms of condensation and precipitation, air pressure and winds, weather patterns, and weather analysis and forecasting. A clear understanding of meteorological aspects is very much needed by the agriculture graduates. The individual topics deal with the various aspects of weather.

BAGR102
Sustainable Livestock Production (3.0)

This module will acquaint students with the importance of livestock rearing, different systems of livestock production, sustainability issues in these different systems, and explore options for sustainable livestock production.
The module aims to equip students with a basic knowledge and skills on the principles and practices of sustainable crop production focusing on field crops, fruit and vegetable production. The module also aims in the application of critical thinking skills across all the units taught.

**BAWP301**  
Animal Welfare and Environmental Physiology (3.0)  
This module aims to provide students knowledge on the importance of considering animal welfare in order to maintain health and productivity, and also to avoid unnecessary suffering of animals under any kind of environment. It also provides the students understanding of the physiological mechanisms that animals use to cope with both typical and more extreme environmental challenges. The module will also provide a deeper understanding of the effect of environment on the physiology and performance of animals in order to devise ways to prevent or alleviate stress.

**BBOT301**  
Systematic Botany and Ethnobotany (3.0)  
This module aims to introduce students to systematic and ethnobotany, specifically classification and evolution, plant taxonomy, and identification, with an emphasis on ecologically and economically important families, genera, and species. Emphasis is also given to document, describe, and explain complex relationships between cultures and (uses of) plants. Focus is on understanding plant knowledge process and how the uses of plants have shaped past cultural developments, to develop an appreciation for the critical roles of plants in the society and to become aware of the roles that plants and their management play for a sustainable future. Students will also learn about preparing and preserving herbarium specimens.

**BBTN201**  
The Cultural Heritage of Bhutan I (3.0)  
This module will introduce students to Bhutanese cultural heritage. While the module will introduce students to the concept of tangible and intangible cultural heritage, the module will particularly focus on the material aspects of culture in the nation. They will learn about the characteristics and significance of various architecture, tools, dress, food, arts, and games that are traditionally Bhutanese. Additionally, domestic and international culture policies will be examined in order to understand government and international approaches to preserving and promoting culture and arts. Students that successfully complete this module will be guided towards becoming focal people in preservation and promotion of Bhutanese cultural heritage.

**BBTN304**  
The Cultural Heritage of Bhutan II (3.0)  
This module aims to build upon what students learned in The Cultural Heritage of Bhutan I, as well as earlier modules, in order to gain a deeper understanding in the performances and practices associated with aspects of Bhutan's cultural heritage. In particular, students will have the chance to examine the significance and purposes of religious and nonreligious rituals, ceremonies, festivals, dances, and musical performances. Through completing course work for this module, students will gain a deeper understanding and appreciation of Bhutan's culture, and its crucial role in distinguishing the nation from other nations. The module aims to emphasize the importance of preservation and promotion, and for understanding and contextualizing students individual identities.

**BBTN305**  
History & Philosophy of Gross National Happiness (3.0)  
Students taking this module will be introduced to the concept of Gross National Happiness (GNH), including its history and evolution as a tool of measurement and as a development philosophy. They will learn about the four pillars of GNH, and how GNH is being studied and used to guide development and policies in Bhutan. GNH concepts will be thoroughly discussed and compared to Buddhist concepts and international declarations. Students who complete this module are poised to become experts on GNH as a concept and philosophy, and will increase the number of Bhutanese graduates that can become GNH scholars. They can then become focal people in GNH and the country's development into the future, and take an active role in the country's policies and activities related to GNH. They will be well-equipped to serve this purpose in both private organizations or government agencies.

**BBTN408**  
Anthropology & Sociology in Bhutanese Society (3.0)  
The module aims to broaden students' understanding of anthropological theories, with special focus on the 20th century and recent developments in the field. Students will be introduced to how anthropologists and sociologists perceive and approach major social issues, and will apply relevant subject matter learned in the course to cultural and social issues in Bhutan. The module will encourage students to generate perspectives on relevant cultural and social issues that will positively influence culture change in Bhutan. The module will help students become aware of and solve challenges faced by their communities and the nation.

**BCHA101**  
Masked Dance (3.0)  
This course is designed to introduce students to Bhutan's unique culture and practice of the masked dance performances. In this course, students are introduced to different kinds of Bhutanese masked dances, that are performed in and around the country. The significances, benefits, qualifications, dancing costumes for different mask dances and rationale for its performances are taught in this course in the theory component and at least one or two mask dances in this rigorous dance form are taught in the practical component. This course seeks to establish students understanding of its uniqueness and importance for the unique identity of the country. The course also includes a research component in which students choose a topic for their research and present it to the class at the end of the semester.
BCLM102
Hydrology (3.0)
This module will equip the students with knowledge on the movement, distribution, and quality of water including hydrological cycle, snow and water resources constrained by climate variability and change and its impact.

BCLM103
Introduction to Meteorology and Climatology (3.0)
Introduction to Meteorology and Climatology module is specifically designed to understand the basics of interaction between natural environment and climate. The module specifically aims to familiarize and introduces the students to understand the basic of environmental science, meteorology, climatology, and its application to understand the natural environment.

BCOB201
Contemporary Bhutan: Institutions and Reforms (3.0)
This module will prepare the student for their professional life. It will impart them with knowledge, skills, and personal development in order to make them informed citizens. This module will also be of particular interest for Bhutanese of different sectors, and especially the tourism sector. It will also attract foreign students in view of the future policy of accepting foreigners at RUB.

BCOM201
Introduction to Development Communication (3.0)
The aim of this module is to introduce students to the concept, theories and principles of development communication, the role of development communication in development, and the process, tools and techniques of communication to bring about social change. It will provide students the understanding of how to design and evaluate communication interventions and tools in different context and situations.

BDEN102
Dendroscience (3.0)
To provide knowledge and skills upon academic and practical uses of tree growth limiting factors, structural organization, wood anatomical formation, annual tree-ring features of both conifer and broad-leaved tree species and their relation to dendrochronology, environment and climate. To provide skills in applications of dendrochronology for dating tree-rings, reconstructing past climate, building tree growth-climate relationship, establishing geomorphological, glaciological, ecological and hydrological events for the use in research of environment and climate.

BDEV101
Introduction to Sustainable Development (3.0)
This module aims to introduce students to the core concepts and challenges of sustainable development, and to the institutions and approaches addressing these challenges. Particular attention is given to the role of sustainable livelihoods in rural and urban contexts. Students are expected to learn about goals, indicators, and monitoring and evaluation systems in development practice.

Finally, this module focuses on Gross National Happiness as a model for sustainable development.

BDEV202
Sustainable Infrastructure Development (3.0)
This module aims to introduce students to general concepts in urban and rural planning and to explore key components of infrastructure development as they relate to poverty and sustainability. Students will learn about current policies and practices in Bhutan, as well as alternative and emerging approaches to sustainable infrastructure development.

BECN201
Development Economics (3.0)
The overall aim of this module is to acquire and transmit knowledge to students to support more informed decision making regarding agriculture activities, technologies, business, etc. so that it can make a difference in the lives and living standards of the rural population.

BEDN104
Creative Arts in Lower Primary (3.0)
Student teachers will learn how the creative arts (visual arts, music, drama, and dance) can provide opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure, and the creation of shared meanings. Student teachers will learn how to explore social and cultural values about spiritual and worldly beliefs and cultures, and how to celebrate, share, and negotiate these values and beliefs through active engagement in the creative arts. Student teachers will develop personal expertise in all forms of the creative arts through hands-on, studio-based activities.

BEDN105
Skills for Effective Teaching (3.0)
Student teachers demonstrate behavioral skills and understandings concerning planning and implementation of class lessons. They demonstrate development of personal individual teaching styles and understandings appropriate to the developmental stage and learning needs of their pupils. They practice the skills in both micro-teaching situation as well as during practicums and apply these skills throughout their teaching profession.

BEDN206
Play Development and Early Childhood (3.0)
Upon completion of this module, students should be able to appreciate the importance of play in relation to various aspects of child development, recognize play as a means of self-expression and as a channel of communication, and be able to incorporate it into childrens curricula.

BEDN307
Education for Development (3.0)
This module aims at developing the student teacher’s ability to discuss with confidence the importance of education in the development of individual, society, and the nation. They will be able to visualize the role played by education in determining the level of
economic prosperity, welfare, and security of the nation. Further, the students will be able to recognize the role of education in achieving Bhutan's development philosophy: Gross National Happiness.

BEDN310
Multi-Grade Teaching (3.0)
The purpose of this module is to develop an understanding and appreciation of the elements underpinning effective learning, and to acquire the necessary skills to plan and implement effective learning strategies in the multi-grade classroom. The module will also discuss different definitions used for the multi-grade strategy of teaching and will address the pertinent issues of classroom management, organization, and student assessment. Constructivism and active learning will form the philosophy and guide the delivery of this module to the learners.

BEDN312
Creative Arts in Upper Primary (3.0)
The intent of the module is to focus on how children talk, write, draw, dance, and sing their understanding of the world in which they live. This will inform how our teachers, parents, and community can influence a child's early development, by understanding their language of learning, which entails many forms of symbolic representation: talk; print (reading and writing); drawing; multiple forms of visual art-making; and performing arts, including song, dance, drama, and movement.

BEDN313
Teaching Practice (3.0)
Teaching Practice provides opportunities for student teachers to practice the skills and strategies they have learned through lectures and studies in a real classroom situation. The student teachers will be exposed to the school curriculum and other organizational systems through constant interaction with the students and teachers in the respective schools. Further, it will enable student teachers to develop their professional competencies.

BEDN408
Bhutanese Educational System (3.0)
The purpose of this module is to provide a sound knowledge of the Bhutanese Educational System, allowing students to analyze the growth of the modern education in Bhutan and understand the aims and objectives of education in Bhutan. Students will learn to organize the school effectively from within, as well as understand the school's role in the greater community.

BEDN408
Introduction to School Guidance and Counseling (3.0)
The aim of this module is to orient students to the school guidance and counseling program, provide basic knowledge and skills related to school guidance and counseling, and facilitate appropriate application of the knowledge and skills acquired to help their students.

BEDN414
Teaching Children with Special Needs (3.0)
Student teachers in this module will develop the skills, knowledge, understanding and ability to identify and respond to the education of children with special needs. Students will learn to recognize characteristics and behaviors of children with special needs and to create learning environments for them. Students in this module will also develop an understanding of policies for students with special needs in Bhutan.

BEDN420
Guidance and Counseling (3.0)
The aim of this module is to orient the student teachers with basic knowledge and skills of the school guidance and counseling program, and to facilitate and integrate appropriate application of the knowledge and skills to help their students.

BENG102
Listening and Speaking (3.0)
The purpose of this module is to build on the knowledge gained from the previous module Theory and Principles of Teaching Children a Language and apply this knowledge to the teaching of oral English. And also to develop in student teachers the practical ability to create listening/speaking environments in which appropriate English language is modeled and students active participation is encouraged. This module will also provide student teachers with experiences in selecting and using appropriate methods, strategies, activities and resources for teaching specific language usage with particular relevance to age/class.

BENG407
Women and Social Change (3.0)
This module is an attempt to study how women writers from different cultures have used the form to explore a variety of themes, socio-economic impact, character representation, love, tolerance, and challenges faced by the characters in the texts. It introduces the students to three fictional works and enables students to explore women's role within a setting. They will be able to explore the themes of assimilation, and clash of culture. Students will examine how life experienced and perceived by women is articulated in their narrative to voice their hopes and anxieties. Thus, through the study of this module they will be able to deconstruct ideologies and assumptions, analyze and synthesize issues, and carry out comparative studies among prescribed texts.

BENG408
Teaching Prose (3.0)
Student teachers in this module will learn to teach their students how to read prose fiction by studying reading strategies for both novels and short stories. Students will learn basic ideas about the evolution of the novel and short story forms and will learn about notable novel and short story authors. They will read research on reading and teaching of prose fiction. They will be able to use both the knowledge of the genres and their knowledge of how to teach reading to assist their students to read, write and talk about the prose fiction in the Secondary School English curriculum.
BEVS102
Introduction to Ecology and Ecosystems (3.0)
The general objective of this module is to introduce students to the concept of ecology and ecosystems. This will help students in appreciating the dynamic nature of the ecosystem. It covers the basic principles of population, community, and ecosystem ecology. It covers ecosystem ecology extensively, with studies on energy and material flux, productivity, and freshwater and forest ecology. It also gives practical experience in field ecology.

BEVS202
Environmental Studies (3.0)
This module will provide knowledge and skills in concepts of environment and its degradation. It aims to impart knowledge in the emerging environmental issues in the international and national context. It also leads to greater understanding of environmental practices and of applying skills to manage emerging environmental issues.

BGES102
Geology and Soil Science (3.0)
This module will provide theories regarding origin and modification of the earth and its landforms through geological time scale. This will also include academic research and practical uses of geological formation particularly Himalayas and their products in controlling change of climate and evolution and distribution of plant species. As such, this module focuses on geological time scale, geological processes, structure and composition of major rocks, soil formation and minerals. The module will also provide the students with the practical knowledge and skills necessary for the examination and mapping of soils in the field. Plant species evolution, adaptation, diversity and distribution in accordance with rock and soil types under different climatic conditions will be covered to answer questions on interaction between two natural sciences for management and utilization by people.

BGIS301
Geographic Information Systems and Remote Sensing (3.0)
GIS (Geographical Information System) usage is booming in industrial, governmental and private sectors, and more so in non-governmental organisations. This module aims to explain the basic concepts of mapping science and GIS technology. The module allows students to explore the possible ways for utilizing GIS tools for specific problem solving in sustainable development issues. It will develop GIS techniques using ArcGIS software and require students to produce a report using the available database in the college or online. The module gives a very brief concept on Remote Sensing Technology and the applications of satellite imageries for land use and change mapping. GPS (Global positioning system) instruments allow students as an alternative method of acquiring geo-spatial data for application in geospatial analysis. This module will also orient the students towards greater employability in the geo-spatial industries.

BHIM203
Religions of Himalayan Territories II (3.0)
A continuation of Religions of the Himalayan Territories I, this module is designed to continue giving students a general introduction to major religions that exist in the region. Bhutanese students will become familiar with different forms of Buddhism and also learn about alternative approaches to religion. In the module, students will gain an understanding of significant aspects of the theoretical, practical, and social expressions of these religions, allowing the students to appreciate both similarities and differences between Buddhism and other traditions. Understanding and appreciating these similarities and differences will allow students to empathize better with peoples of the Himalayan region, particularly other Buddhists, and will thus be in a better position to understand and collaborate with others in their country, or region, as well as internationally.

BHIM307
Historical Leadership of the Himalayas (3.0)
This module aims to provide an opportunity for students to study several significant historical leaders of the Himalayas. Leaders discussed will include spiritual, and non-spiritual, and the leaders that are a combination of the two. The origins and contexts of these historically significant leaders will be covered in this module, along with the actions and contributions of these leaders. Students will analyze and interpret the significance of these leaders, as well as historical/political changes or developments that occurred under their rules. Comparison and interrelations among some of the leaders can also be discussed, including the analysis of conflict occurring among Himalayan peoples historically. Through conducting secondary research on these historical figures, students will have the opportunity to gain interest and preliminary knowledge on subtopics that could become relevant for valuable future research after the module ends. They will also gain experience communicating these findings to an audience, both orally and in writing.

BHIS406
Indo-Chinese Relations (3.0)
This module intends to acquaint students with Indo-Chinese relations in the modern era. The module will build on what students learned about the history of India and China, and will address impacts of decisions and policies made by both countries. The conflicts, international relations, and use of influence regionally and internationally by both countries will be understood from the perspective of Bhutan and other Himalayan territories. Students will thus appreciate how the Indo-Chinese relationship has changed over time, and how it continues to affect all territories in the Himalayan region. As honors graduates are expected to excel in the job market for internationally-focused positions, it will be useful for these students to gain an in-depth knowledge of current international influence and developments in India and China, as they are the big neighbors of every Himalayan territory.
**BNRM101**  
*Water Resource Management (3.0)*  
This module provides insight on water resources and their management linking environment, society and Institutions including multidimensional factors leading to effective water resources management through case studies. This module also provides the basic understanding on social and economic aspects of Integrated Water Resources Management (IWWRM) related to water resources, environment and their management.

**BNRM301**  
*Integrated Watershed Management (3.0)*  
This module aims to provide basic concept of Integrated Watershed Management and skill in planning integrated watershed management.

**BNRM302**  
*Community-based Natural Resource Management and Ecotourism (3.0)*  
Community-based natural resource management will provide a broad concept encompassing its definitions, history, principles, theory and practice with cases on different types of community based natural resources. It also focuses into various tools and techniques for effective CBNRM planning and mediation techniques to resolve CBNRM related conflicts. It touches on the necessity of policy advocacies of the government as to ensuring/enabling CBNRM work and be sustainable. The second part of this module also introduces the concept of ecotourism. The tourism development through rural community is one of the important aspects of this module which focuses on rural development.

**BNRM304**  
*Environmental Governance and Sustainable Land Management (3.0)*  
The general objective of this module is to provide theoretical knowledge and skills needed to understand the environmental governance. It will also explain the basic principles of environmental stewardships that are related to sustainable land management and is essential to sustainable development.

**BNRM305**  
*Climate Change: Vulnerability, Mitigation and Adaptation (3.0)*  
This module will provide insight into one of the burning climatic issues, how climate change can affect our daily lives, and what factors are responsible for causing climate change. The module will also lead to a greater understanding of how the world as a community is combating the climate change, and the mitigation and adaptive measures being undertaken globally.

**BNRM306**  
*Forest Management and Planning (3.0)*  
To provide basic knowledge and skills on sustainable forest management and forest management planning. This module provides students with the theoretical and practical skills needed in sustainable forest management. This also lead the students to discuss and review the theoretical principles, practices and policies related to sustainable forest management.

**BLIS321**  
*Leadership and Personal Skills (3.0)*  
The quality of leadership, more than any other single factor, determines the success or failure of an organization. The graduates of today are the leaders of the future. They have to gain valuable knowledge and skills in the art of interpersonal communication to assume leadership positions in their organizations. This module will lay the foundation for graduates to develop into able and dynamic leaders. It covers both the essential theory and practical skills for successful leadership.

**BLUZ101**  
*Song and Music (3.0)*  
This course invites students to learn and explore Bhutan's unique cultural practices, songs and music. The origin, dissemination, types of songs, traditional and modern, descriptions in different songs, qualities required for the dancers and singers, pre-requisites to compose the songs, use of languages in the compositions, etc. are taught in the theory components. The students are also taught how to use these Bhutanese traditional musical instruments: Yangchen, Lim, Dram nyen and Piwang. In addition to this, students are taught how dance and will demonstrate their skills in a practical examination. This course is designed to provide the general concept of song and music in the Bhutanese context.

**BRES402**  
*Research Methods in Practices & Field Projects (3.0)*  
This module is intended to expand upon students' previously learned research skills, and prepare them to carry out basic community research. Students will be guided step-by-step in completing an oral history project locally toward this end. Oral history has been chosen as the type of research, due to the urgent priority often expressed in Bhutan to document this intangible culture before it disappears (however, the tutor can of course choose to make the data collection on a similarly basic form of community research). The course will be completely student-oriented, and each student’s data will be a case study from which others can learn. The course will review relevant previous modules in order to make students well-equipped to collect and analyze oral history data from local community members on a chosen topic. In addition to gaining experience in community research, students will also be contributing to strengthening ties between ILCS and surrounding communities, and contributing to the preservation of Bhutanese cultural heritage.

**BSA325**  
*Traditional Culture and Contemporary Issues of Bhutan (3.0)*  
This course is designed to introduce students to historical and contemporary Bhutanese culture, including geography, history, politics, ethnography, religions, and cultural values, both ancient and modern. This course seeks to locate students' understanding within the Bhutanese view of their world through the lens of Gross
National Happiness. Students will feel competent and prepared in regard to essential aspects of daily life in Bhutan.

**BSA335**  
Contemplative Intercultural Studies (3.0)  
This course is an introduction to contemplative practice, exploring the interface between meditation practice and cross-cultural experience, and how they can creatively inform each other. We explore and train in a variety of contemplative practices, including methods drawn from Bhutan’s rich spiritual tradition. In the context of cross-cultural experience, we explore ways in which fixed beliefs and schemas create suffering and confusion in our lives. Students are challenged to go beyond habitual responses and generalizations and cultivate deeper levels of compassion and global understanding.

**BSA350**  
Guided Independent Research: Bhutan (3.0)  
This course invites students to explore and research a topic about Bhutan’s people, environment, culture, and current issues. Students will carry out their independent study project during their semester at the Royal University of Bhutan (RUB), under the guidance of the NU faculty and the designated RUB faculty mentor at their respective campuses. Following the guidelines specified in the syllabus, students select a topic, have it approved, and carry it to completion in the form of a final paper and formal presentation. Topics may be related to the student’s area of focus or academic discipline in their BA studies.

**BSOC102**  
Bhutanese Society and Culture (3.0)  
This module on society and culture is developed by relating to the four pillars of Gross National Happiness (GNH), with an attempt to establish how culture infuses each of the pillars, thus contributing vitally to the realization of GNH. Through this module, students will not only understand the basic fabric of Bhutanese society, and the fundamental aspects of culture that identify Bhutan from the rest of the world, but also, will acquire a firm understanding of the concept of GNH, from a more cultural perspective which is intricately more pervasive than any single material of GNH. This module will help the graduates to establish themselves as culturally sensitive persons and appreciate the cultural values and principles.

**BVIC104**  
Visual Communication (3.0)  
Through this module, students will be introduced to the elements of visual communication and design principles the components of composition. Once familiarized, they will use these concepts to create effective visuals for classroom instruction. They will be equipped with basic tools and techniques necessary for successful transmission of information and inspirational ideas in teaching and learning.

**CHIN150**  
Mandarin I (4.0)  
Students participate in daily formal Mandarin lessons for approximately two hours per day while traveling and during extended home-stays with Chinese families. Classes focus on increasing vocabulary, improving grammar and pronunciation, and learning to read and write Chinese characters. Additionally, students are assigned customized language projects that give them the opportunity to practice their language skills and develop the oral proficiency necessary to converse with native speakers. Experiential activities such as field trips to markets or temples and guided interaction with native speakers supplement formal classroom instruction. There will be additional opportunities for supplementary one-on-one tutoring sessions with course instructors or local teachers. Students interested in studying Chinese characters intensively may do so outside of class with instructor support.

**CHIN250**  
Mandarin II (4.0)  
The four language skills—speaking, listening, reading, and writing—introduced in CHIN150 are reinforced. Students in this course develop language skills in a linguistically appropriate manner. Students participate in daily formal Mandarin lessons for approximately two hours per day while traveling and during extended home-stays with Chinese families. Classes focus on increasing vocabulary, improving grammar and pronunciation, as well as building on previously studied Chinese characters. Additionally, students are assigned customized language projects that give them the opportunity to practice their language skills and develop the oral proficiency necessary to converse with native speakers. Experiential activities such as field trips to markets or temples and guided interaction with native speakers will supplement formal classroom instruction.

**CHIN350**  
Mandarin III (4.0)  
This course is designed to develop advanced comprehension skills as well as advanced competence in spoken Chinese through exercises, drills, and conversation in class. Students continue their study of the written language by reading extended dialogs on various topics in class, as well as completing a number of written assignments, including short essays on aspects of daily life. Students participate in daily formal Mandarin lessons for approximately two hours per day while traveling and during extended home-stays with Chinese families. Classes focus on increasing vocabulary, improving grammar and pronunciation, as well as building on previously studied Chinese characters. Additionally, students will be assigned customized language projects that will give them the opportunity to practice their language skills and develop the oral proficiency necessary to converse with native speakers.

**HIND150**  
Introduction to Hindi (4.0)  
This course is designed to provide a foundation in conversational Hindi for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program, and
daily language classes with a local instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Hindi and practical language skills, the language lessons presented throughout the semester include grammar, vocabulary development, and the history of the language. Students also gain a basic understanding and utility of the Hindi script (Devanagari script). Students are tested regularly, and a written and oral exam is required at mid-course and at the conclusion of the course.

HIND250
Hindi II (4.0)
Continuation of HIND150: Introduction to Hindi.

HIND350
Hindi III (4.0)
Continuation of HIND250: Hindi II.

ISP325
Independent Study Project (4.0)
The Independent Study Project offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students are matched with two ISP advisors: a program instructor who has experience and knowledge relevant to the student’s topic, and a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship.

NPL150
Introduction to Nepali Language (4.0)
This course is designed to provide a foundation in conversational Nepali for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program, and daily language classes with a Nepali instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Nepali and practical language skills, the language lessons presented throughout the semester include grammar, vocabulary development, and the history of the language. Students also gain a basic understanding and utility of the Nepali script (Devanagari script). Students are tested regularly, and a written and/or oral exam is required at the conclusion of the course.

NPL250
Nepali II (4.0)
Continuation of NPL150: Introduction to Nepali.

NPL350
Nepali III (4.0)
Continuation of NPL250: Nepali II.

SPAN150
Spanish I (4.0)
Language proficiency is an essential aspect of the program, and daily language classes with an experienced Spanish instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. Focus is on foundational vocabulary and key phrases pertinent to the student’s experience. Classes will increasingly focus on improving grammar and pronunciation, as well as learning to read and write in Spanish. For students who are interested in learning as much Spanish as possible while in Bolivia and Peru, there are additional opportunities for supplementary one-on-one tutoring sessions with Dragons instructors or local teachers. Students are tested regularly, and a written and oral exam is required at mid-course and at the conclusion of the course. Students enrolled in this course take an initial oral and written exam for placement into SPAN150, SPAN250, or SPAN350.

SPAN250
Spanish II (4.0)
Designed to focus on conversational Spanish and grammatical structure, the course is mainly focused on the practical use of spoken Spanish. Students will be expected to read newspaper articles and short stories, responding both orally and in writing. Complex grammatical structures such as the imperfect, subjunctive, and perfect tenses will be introduced. Students are tested regularly, and a written and oral exam is required at mid-course and at the conclusion of the course.

SPAN350
Spanish III (4.0)
Designed to focus on articulate written and formal conversational Spanish, as well as a review of advanced grammatical structure. The course is principally focused on conversational Spanish and spoken fluency. It will also include important aspects of history and literature. Students will be expected to read newspaper articles and literature, responding both orally and in writing. Students are tested regularly, and a written and oral exam is required at mid-course and at the conclusion of the course.

Traditional Eastern Arts
TRA100
Shambhala Meditation Practicum (3.0)
The Shambhala tradition, taught by Chogyam Trungpa Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing, and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation is also explored and would be of interest to anyone exploring their own creative process. A slogan of the class is “Notice what you notice” (a phrase Allen Ginsberg coined). Cross-listed as TRA500.
TRA105
Taijiquan I (Tai Chi Ch’uan): Beginning Form (3.0)
Students are introduced to the short Yang style of taijiquan developed by Grandmaster Cheng Manching. The first section of the form is taught. Students are introduced to the philosophy and theory of taijiquan. Students develop a personal practice based on the principles of relaxation, separation of yin and yang, moving from the center, maintaining an upright body, and developing sensitive hands. Cross-listed as TRA505.

TRA110
Aikido I (3.0)
We begin with centering ourselves and bringing that awareness to the situation of "conflict." We simultaneously practice the kata of clean, powerful attacks and harmonious defense responses, and ukemi, the art of falling. We emphasize extending energy and transforming the encounter to one of excitement and harmony. Bokken-aikido sword is introduced. We establish links to the aikido lineage and training communities. We support our embodied experience by reading and reporting on texts of aikido history, philosophy, and technique. We study other contemporary sensei through video and visits to seminars. We journal our practice and write reflection papers. Cross-listed as TRA510.

TRA114
Indian Devotional and Raga Singing (3.0)
Singing, first of sixty-four traditional Indian arts, is an ancient system of yoga. Students learn to sing om; chants that consist of naming and manifesting god; svarasseven goddess tones, the notes from which all traditional scales are derived; and ragas crystals of pure sound. We study sonic transformation, or the means of transforming consciousness and awareness using sound, such as Shabda Brahma (word is god), Nada Brahma (sound is god), etc. All students play the tambura, a stringed drone instrument. Cross-listed as TRA514.

TRA120
Ikebana/Kado I (3.0)
Ikebana is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and creativity of being human. Ikebana is also called "kado, the way of flowers" because it is a contemplative practice (a "dharma art") as well as an art form. We study the classical and improvisational forms of the Sogetsu school. Ikebana teaches you that everyone has the gentleness and courage of artistic talent. Materials fee. Cross-listed as TRA520.

TRA133
Yoga I (3.0)
An introduction to the vast tradition of yoga. Students gain both an understanding of yoga in its historical and philosophical context and an experience of its methods, which constitute an in-depth exploration of breath, movement, and consciousness. Students engage with the practices of asana (postures designed to generate sensate awareness, alignment, strength, and ease), pranayama (breath awareness and control), and dharana and dhyana (meditation practices). Cross-listed as TRA515.

TRA205
Taijiquan II: Completion of Form (3.0)
Students complete learning the full form of the short Yang style of taijiquan developed by Grandmaster Cheng Manching. The first section of the form is refined and the remainder of the form is taught. Students develop a deeper understanding of taijiquan principles and the practice of embodying them. Prerequisite: TRA105. Cross-listed as TRA525.

TRA210
Aikido II (3.0)
This class continues to build directly on the basic aikido teachings and philosophy to create a more centered and calm response to conflict in a martial encounter or in our everyday personal lives. Relaxed, nonaggressive learning is emphasized. Greater stamina of body and attention is developed. We support our embodied experience by reading and reporting on texts of aikido history, philosophy, and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience. Prerequisite: TRA110. Cross-listed as TRA530.

TRA220
Ikebana/Kado II (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA120. Materials fee. Cross-listed as TRA540.

TRA233
Yoga II: Psychology of the Chakras (3.0)
Students begin exploring the psychology of the self through the lens of the "subtle body," namely the chakra system. Drawing from both classical and contemporary yoga, students engage in both an academic and experiential study, utilizing asana, pranayama, meditation, and a variety of psychological approaches. This class continues the study of yoga’s rich literature and philosophy. Prerequisite: TRA133. Cross-listed as TRA535.

TRA252
Daoism and Chinese Traditions: Religious, Cultural, and Philosophical Foundations (3.0)
This course provides a window into the religious, cultural, and philosophical landscape of China out of which the great practice traditions of East Asia developed. We look at the interplay, including mutual borrowing and sometimes fierce conflict, between the major schools in China—Daoism, Confucianism, and Chinese Buddhism—as well as underlying folk religions and traditions and literati philosophical traditions. At the heart of the worldview expressed in these traditions is a fundamentally aesthetic and relationship-based conception of ethics and the Way. The course features extensive reading of primary and secondary sources, including the Daodejing, Zhuangzi, Confucian Analects, Sunzi’s
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Art of War, and Journey to the West. We look at modern works, including art and video, and appreciate current realizations of these ancient threads. Students learn how this worldview influences traditional and modern practices and are able to place their practice traditions within this context. Cross-listed as TRA552.

TRA260
Mudra Space Awareness (3.0)
Space can seem hostile, benevolent, seductive, or enriching. Our perceptions are colored by neurosis and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students learn acting exercises designed by Chogyam Trungpa Rinpoche, the matriarch practice of the Buddha families, and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance, and willingness are the primary course requirements. Materials fee. Cross-listed as TRA566.

TRA305
Taijiquan III: Form Refinement and Internal Development (3.0)
Once students have completed learning the form, the next step is to truly internalize the principles and begin applying them to life beyond solo practice. In this course, students refine and deepen their understanding of the empty-handed taijiquan form. Students are introduced to neigong (internal development) practices that lead to qi (chi) development and internal skills, as well as interactive partner work and the basic choreography of tui shou (push hands). Prerequisite: TRA205. Cross-listed as TRA545.

TRA310
Aikido III (3.0)
Calm confidence and grace emerge naturally with the continued and consistent study of aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the “confusion,” the unknowing that precedes knowing. Becoming more relaxed under pressure, speed, complexity, simplicity, and open-heartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. Bokken and tanto kata are added to intensify the empty hand practice. Readings, reflective writing, and attending seminars are required to further the student’s development. Prerequisite: TRA210. Cross-listed as TRA550.

TRA314
Indian Devotional and Raga Singing II (3.0)
This course is a continuation of TRA114, Indian Devotional and Raga Singing. Sing your way to god. We enter two paths of devotion: praising divine forms and the mysteries of music. How does devotion hold us in the chaos and opportunity of the present? We master scales and sing deeper into raga melody meditations. We learn to read music symbols in Sanskrit and to accurately pronounce the Indian consonant matrix. We read the Bhakti Sutras of Narada, and sing and read the texts of songs from the myriad saint singers: Mirabai, Kabirdas, Dadu. Daily home practice required. Prerequisite: TRA114 or permission of instructor.

TRA320
Ikebana/Kado III (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA220. Materials fee. Cross-listed as TRA564.

TRA333
Yoga III: Integral Practice (3.0)
This class integrates the breadth of yoga practice. In addition to deepening the practice of asana, students learn advanced breathing practices [pranayama], bandhas and mudras [gestures that direct the current of life-force], concentration practices [dharana], yogic methods of physical purification, meditation [dhyana], internal and vocal sound [mantra], and more of yoga’s rich literature and philosophy. A regular home practice is required. Prerequisite: TRA235. Cross-listed as TRA555.

TRA350
Internal Martial Arts: History, Theory, and Philosophy (3.0)
This class uses classical texts, modern writings, and videos to explore the history, theory, and philosophy of taijiquan and aikido in the context of the broad field of martial arts. We study the overall principles of internal martial arts, grounded in reading the taiji classics, and examine how the themes in the classics apply to taijiquan, aikido, and everyday life. We then focus in depth on specific theoretical and philosophical texts of the taiji, aikido, and internal practice traditions. Prerequisites: Two of the following courses: TRA105, TRA110, TRA133, TRA205, TRA210, TRA233.

TRA405
Taijiquan IV: Push-Hands and Sword (3.0)
Students refine and deepen their understanding of tui shou (push hands) and learn the taiji sword form. Together with the empty-handed form, these practices complete the foundation of the art. Push hands helps students apply taiji principles in interaction with others and the sword introduces extending one’s qi (chi) through an inanimate object. These practices are key in enabling students to apply taiji principles in daily life. Please contact the Department for further details. Prerequisite: TRA305. Cross-listed as TRA565.

TRA410
Aikido IV (2.0-3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai, under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2-3). Please contact the Department for further details. Cross-listed as TRA570.
TRA433
Yoga IV: Yoga Teacher Training (3.0)
This course continues the study of an integral yoga practice, which combines asana, pranayama, concentration, and meditation. In addition, this class serves as an introduction to Yoga Teacher Training, intended to complement and conjoin Yoga V. Students continue their study of anatomy, yoga therapy, alignment, yoga philosophy, as well as the fundamentals of designing a yoga practice according to an individual’s physical and psychological constitution. Prerequisite: TRA333. Cross-listed as TRA561.

TRA437
Aikido Seminar: Ikeda Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers, and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA537.

TRA447
Aikido Seminar: Saotome Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers, and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA547.

TRA449
Yoga V: Yoga Teacher Training (3.0)
Yoga V, in conjunction with Yoga IV, is designed to provide the foundation and training needed for students who aspire to teach yoga. This class examines the various topics essential to being a skilled yoga teacher, including yoga therapy; how to safely and effectively teach asana and pranayama; the principles of effective speech; ethics; alignment; how to make adjustments; the sequencing of postures; knowledge of the yoga tradition and philosophy; and the cultivation of one’s authentic self-expression. Students also gain regular practice and experience in teaching yoga. Prerequisite: TRA333. Cross-listed as TRA574. TRA433 must be taken simultaneously.

TRA450
Aikido V (3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai, under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2-3). Please contact the Department for further details. Prerequisite: TRA410. Cross-listed as TRA573.

TRA453
Yoga History, Theory, and Philosophy (3.0)
Yoga is one of the six classical “outlooks on the nature of being” (Shat Darshana) of Hinduism. Yoga has a five-thousand-year history, its teachings passed from one generation to the next through a written and oral tradition. All yoga traditions, though varied and diverse, share a fundamental aspiration: self-realization. This class surveys the fascinating history of yoga and explores the theories and philosophies underlying its practices, from asana (poses) to dhyana (meditation), from tapas (discipline) to santosha (contentment). This class examines the main schools of yogic philosophy, reviews its main epochs of development, and delves into some of its most influential texts, including the Vedas, Upanishads, Yoga Sutras of Patanjali, the Bhagavad-gita, and select texts from the Tantras. Open to second-, third-, and fourth-year students only.

TRA455
Taijiquan V: Practice Capstone (3.0)
Level V is a capstone course for students completing their Naropa taijiquan education. Students revisit the three major practice components (empty-handed form, push hands, and sword) in depth to achieve the next level of roundness, balance, and harmonization. Students who complete level V are prepared to begin more advanced internal studies and to enter a senior student/assistant track for lineage-based certification. Please contact the Department for further details. Prerequisite: TRA405. Cross-listed as TRA585.

TRA460
Taijiquan Teaching Apprenticeship (3.0)
This course provides mentored teaching experience for students who intend to teach taijiquan following graduation. Students work closely with instructors to develop the foundation and skills needed to begin teaching. This course further deepens one’s personal practice; covers the methodology and theory behind introducing choreography and making corrections; and fosters the cultivation of one’s authentic self-expression. Co-requisite or Prerequisite: TRA455.

TRA463
Yoga Meditation Practicum (3.0)
Meditation, though often neglected in modern-day yoga, has long been the central practice in yoga traditions. Asana, pranayama, and concentration are stepping stones, which provide a foundation from which meditation can effortlessly emerge. We embark on a journey into the meditative traditions and practices of yoga, drawn from both classical yoga and Tantra. This includes the study and practice of concentration techniques (dharana), formless meditation (dhyana), self-inquiry (atma vichara), dream and sleep yoga (yoga nidra), and the philosophical premises behind these practices. Cross-listed as TRA512. Open to juniors and seniors.

TRA485
Senior Retreat (1.0)
This weekend retreat takes place at the beginning of each fall semester and prepares students for TRA Senior Colloquium the following semester. Engaging in contemplative practices together connects students to Naropa’s spiritual and cultural roots, instills a sense of community with faculty and peers, and restores energy and balance for the new academic year. This weekend intensive experience creates a space for dialogue and reflection about
SHOW students’ evolving interdisciplinary studies program. During the retreat, students begin planning for their final projects. TRA students also meet once more at the end of the semester to present and review their final project proposals. This retreat is a pre-requisite for TRA489 Senior Colloquium. Course fee.

TRA487
Aikido VI (2.0-3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai, under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2-3). Please contact the Department for further details. Prerequisite: TRA450. Cross-listed as TRA587.

TRA489
Senior Colloquium (2.0)
The Senior Colloquium gives students the opportunity to create and present a capstone project that demonstrates student learning and integration within their chosen concentration. The range of possible capstone projects is as wide as the range of interests of TRA students and includes research papers, assistantships and internships, and original interactive projects. Throughout the semester, students share progress and work together to understand and address issues arising during the course of their projects. Students also prepare for some of the steps they may take on their path after graduation. In addition to the project itself, each student creates a presentation of the project using online tools. For Contemplative Martial Arts students only. Pre-requisite: TRA485.

TRA490
Taijiquan VI (3.0)
In level VI, students refine their understanding and practice of Taijiquan. Students focus on one or more of the major components (empty-handed solo form, sword form, and push-hands) of the taiji curriculum. For those components, students advance and deepen their practice from the introductory approach of levels I through V, which focus on choreography and overview, to the next level, which is characterized by a focus on roundness, balance, and harmonization. Please contact the Department for further details. Prerequisites: TRA405 and TRA455.

TRA491
Aikido VII (2.0-3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai, under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2-3). Please contact the Department for further details. Prerequisite: TRA487.

TRA494
Aikido VIII (2.0-3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai, under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2-3). Please contact the Department for further details. Prerequisite: TRA491.

TRA499
Independent Study: Traditional Eastern Arts (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

TRA500
Shambhala Meditation Practicum I (3.0)
The Shambhala tradition, taught by Chogyam Trungpa, Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation is also explored and would be of interest to anyone exploring their own creative process. A slogan of the class is notice what you notice (a phrase Allen Ginsberg coined). Cross-listed as TRA100.

TRA503
Yoga History, Theory and Philosophy (3.0)
Yoga is one of the six classical "outlooks on the nature of being" [Shat Darshana] of Hinduism. Yoga has a 5000-year history, its teachings passed from one generation to the next through a written and oral tradition. All of yoga aims at one thing: realization of the one’s true self. This class will survey the fascinating history of yoga and explore the theories and philosophies underlying yoga’s practices, from asana (poses) to dhyana (meditation), from saucha (cleanliness) to santosha (contentment).

TRA505
Taijiquan I (T’ai Chi Ch’uan): Beginning Form (3.0)
The first third of the form is introduced. The philosophy and theory of t’ai-chi ch’uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or "tan tien," separation
of yin and yang and developing a soft and sensitive hand are emphasized. Cross-listed as TRA105.

TRA510
Aikido I (3.0)
We begin with centering ourselves and bringing that awareness to the situation of “conflict.” We simultaneously practice the kata of clean powerful attacks and harmonious defense responses, and ukemi, the art of falling. We emphasize extending energy and transforming the encounter to one of excitement and harmony. Bokken-aikido sword is introduced. We establish links to the aikido lineage and training communities. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study other contemporary sensei through video and visits to seminars. We journal our practice and write reflection papers. Cross-listed as TRA110.

TRA512
Yoga Meditation Practicum (3.0)
Meditation, though often neglected in modern-day yoga, has always been a central practice in the yogic traditions. Asana, pranayama and concentration are stepping stones, which provide a foundation from which meditation can effortlessly arise. We embark on a journey into the meditative traditions and practices of yoga. This includes the study and practice of concentration techniques (dharana), formless meditation (dhyana), dream and sleep yoga (yoga nidra) and the philosophical premises behind these practices.

TRA514
Indian Devotional & Raga Singing (3.0)
Singing, first of sixty-four traditional Indian arts, is an ancient system of yoga. Students learn to sing OM; chants that consist of naming and manifesting god; svaras-seven goddess tones, the notes from which all traditional scales are derived; ragas-crystals of pure sound. We study sonic transformation, or the means of transforming consciousness and awareness using sound, such as Shabda Brahma [word is god], Nada Brahma [sound is god] etc. All students play the tambura, a stringed drone instrument. Cross-listed as TRA114.

TRA515
Yoga I (3.0)
An introduction to the vast tradition of yoga. Students gain both an understanding of yoga in its historical and philosophical context and an experience of its methods, which constitute an in-depth exploration of breath, movement and consciousness. Students engage with the practices of asana (postures designed to generate sensate awareness, alignment, strength and ease), pranayama (breath awareness and control) dharana and dhyana (meditation practices). Cross-listed as TRA133.

TRA520
Ikebana/Kado I (3.0)
Ikebana is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and creativity of being human. Ikebana is also called “Kado, the way of flowers” because it is a contemplative practice [a “dharma art”] as well as an art form. We study the classical and improvisational forms of the Sogetsu school. Ikebana teaches you that everyone has the gentleness and courage of artistic talent. Materials Fee. Cross-listed as TRA120.

TRA525
Taijiquan II: Completion of Form (3.0)
The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft and open in the body and mind are emphasized. Cross-listed as TRA205.

TRA530
Aikido II (3.0)
This class continues to build directly on the basic aikido teachings and philosophy to create greater centered and calm response to conflict in a martial encounter or in our everyday, personal lives. Relaxed, nonaggressive learning is emphasized. Greater stamina of body and attention is developed. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience. Cross-listed as TRA210.

TRA535
Yoga II (3.0)
Students begin exploring the psychology of the self through the lens of the “subtle body,” namely the chakra system. Drawing from both classical and contemporary yoga, students engage in both an academic and experiential study, utilizing asana, pranayama, meditation, and a variety of psychological approaches. This class continues the study of yoga’s rich literature and philosophy. Cross-listed as TRA233.

TRA537
Aikido Seminar - Ikeda Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA437.

TRA540
Ikebana/Kado II (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Materials fee. Cross-listed as TRA220.

TRA545
Taijiquan III: Form Refinement & Internal Development (3.0)
In Level III, the choreography is taught for the completion of the form from the Low Punch to the end. The entire form is reviewed and refined, with special attention to using the principles to inform
correct shapes and movements. Partner work and practice drills are introduced. Cross-listed as TRA 305.

TRAC77
Aikido Seminar - Soaotome Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA447.

TRAC50
Aikido III (3.0)
Calm confidence and grace emerge naturally with the continued and consistent study of aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the "confusion," the unknowing that precedes knowing. Becoming more relaxed under pressure, speed, complexity, simplicity and open heartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. Bokken and tanto kata are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the students’ development. Cross-listed as TRA550.

TRAC52
Daoism and Chinese Traditions: Religious, Cultural, and Philosophical Foundations (3.0)
Daoism is a philosophy, religion, and set of transformational practices based on acting in harmony with the Tao, or way of nature. It can be traced back to at least the late 4th century BCE and has evolved along with ancient Chinese folk religions to provide the underpinnings of modern religious sects and esoteric practices as well as qigong and many martial arts. This course provides an overview of the historical, cultural, and philosophical context of Daoism, introduces transformational and alchemical practices, includes regular practice of qigong and Taoist meditation, and relates Daoism specifically to the study of T’ai Chi Ch’uan and other martial arts. Cross-listed as TRA252.

TRAC55
Yoga III: Integral Practice (3.0)
This class integrates the breadth of yoga practice. In addition to deepening the practice of asana, students learn advanced breathing practices (pranayama), bandhas and mudras (gestures that direct the current of life-force), concentration practices (dharana), yogic methods of physical purification, meditation (dhyana), internal and vocal sound (mantra) and more of yoga’s rich literature and philosophy. A regular home practice is required. Cross-listed as TRA333.

TRAC50
Mudra Space Awareness (3.0)
Space can seem hostile, benevolent, seductive or enriching. Our perceptions are colored by neurosis and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students learn acting exercises designed by Chogyam Trungpa, Rinpoche, the maitri practice of the buddha families and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance and willingness are the primary course requirements. Materials fee. Cross-listed as TRA260.

TRAC61
Yoga IV: Teacher Training (3.0)
This course continues the study of an integral Yoga practice, which combines asana, pranayama, concentration and meditation. In addition, this class serves as an introduction to Yoga Teacher Training, intended to complement and conjoin Yoga V. Students continue their study of anatomy, Yoga Therapy, alignment, Yoga philosophy as well as the fundamentals of designating a Yoga practice according to an individual’s physical and psychological constitution. Cross-listed as TRA433.

TRAC64
Ikebana/Kado III (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Materials fee. Cross-listed as TRA320.

TRAC65
Taijiquan IV: Push Hands and Sword (1.0-3.0)
Level IV introduces push-hands, or tui shou, the two-person t’ai-chi chuan practice. The basic push-hands pattern is taught and the solo form is corrected, with special attention to how push-hands and the solo practice inform each other. Partner work provides the basis for learning how to interact with others using t’ai-chi principles. By practicing these skills in a push-hands setting, the student learns how to bring them to everyday interactions. This upper-level martial arts course is available for variable credit [1-3]. Please contact the Department for further details. Cross-listed as TRA405.

TRAC70
Aikido IV (2.0-3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit [2-3]. Please contact the Department for further details. Cross-listed as TRA410.

TRAC73
Aikido V (3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and

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reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2-3). Please contact the Department for further details. Cross-listed as TRA455.

**TRA585**
Taijiquan V: Practice Capstone (1.0-3.0)
Level V introduces the choreography of the t'ai-chi sword (jian) form as a basis for developing a deeper understanding of the mechanics of tai chi movement. This deeper understanding then reflects back to the solo form and push-hands practices. The solo form continues to be refined. This upper-level martial arts course is available for variable credit (1-3). Please contact the Department for further details. Cross-listed as TRA438.

**TRA587**
Aikido VI (2.0-3.0)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutorship of Naropa’s aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Cross-listed as TRA487.

**Visual Arts**

**ART101**
2-D Design: Art Techniques and Experimentation (3.0)
2-D Design is an introduction to a variety of technical, conceptual, and experimental methods used to make art. Students explore color theory and design principles using basic drawing, painting, and mixed materials. Intuitive, intellectual, and contemplative modes of inquiry provoke expanded possibilities and approaches to practicing studio art. Materials fee.

**ART102**
Contemplative Ceramics: Form and Human Contact (3.0)
For millennia, humans have used ceramics both to sustain life and for personal expression. In this hands-on class, students develop their own individual approach to the medium, using methods that include pinching, coiling, slab construction, and wheel throwing. Students find ways to embody their contemplative practice by investigating how ceramics can create meaning with forms intended to connect with others. Students deepen their artistic practice by exploring the use of ceramics in the world. Materials fee.

**ART105**
Art and Consciousness: Mixed Media and Self-Exploration (3.0)
Students are challenged to listen to and trust their own inner experience as the basis for the creation of authentic artwork. Through material experimentation and investigation into realms of consciousness, we create art. Acrylic painting and mixed media are explored. Students discover that art relies upon its sources in the most profound levels of human consciousness for its ability to inspire and transform. Materials fee.

**ART125**
Introduction to Drawing (3.0)
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of mind and perception. Drawing is presented here as a method for discovering the beauty and profundity of ordinary things. A graduated series of individual and collaborative exercises is presented for both beginning and experienced drawers. Materials fee.

**ART132**
3-D Ephemeral Art (3.0)
This studio course explores the fundamental principles of three-dimensional design such as form, space, shape, value, balance, proportion, and movement. Students examine contemplative ways of creating art and experience the symbiotic relationship that occurs when using ephemeral media (natural materials that erode or decay over time) as a primary medium. Materials fee.

**ART155**
Figure Drawing (3.0)
The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses relative to a particular figurative study. Figure exercises are derived from an academic tradition to train the eye as well as the hand. Materials fee.

**ART180**
Sculpture (3.0)
This studio course explores the organizing principles of three-dimensional design as well as the nature of one’s creative thoughts. Students learn to use a variety of materials and techniques, including clay, plaster, metals, mold-making, and conceptual approaches. Investigations into the history of sculptural form raise questions pertinent to contemporary art. Materials fee.

**ART181**
Traditional Chinese Brushstroke I (3.0)
Brushstroke class focuses on learning how to cultivate the inner qi, or energy, through the practice of brush calligraphy. The history
of Oriental calligraphy and culture is studied. We focus on the process of meditation with a brush. Emphasis is placed on regular, running style and grass style, Caoshu, with some exposure to seal script and brush painting as well. Students learn how Asian paper and brushes are used, and how to place a chop or red seal on Chinese calligraphy and painting. We study how the Asian brush is designed and how it differs from Western brushes. Every student has artwork at the end of this course. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART582.

**ART200**  
**The Contemplative Artist (3.0)**  
At the very heart of the word “contemplative” is the activity of observing, seeing. “Contemplative,” originally a term of divination, meant an open space marked out for observation. “Contemplate” implies attentive and meditative observation. Through mindfulness meditation, studio assignments, and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions and how perceptions are affected by culture; and how these two streams of the personal and the public join in an individual’s aesthetic sense and artistic statement. Cross-listed as ART500. Materials fee.

**ART215**  
**Watercolor (3.0)**  
This course, open to beginners and experienced artists, is a series of exercises designed to lay the foundation for understanding this famously difficult medium. The methods presented distill the techniques practiced in the Western tradition of the past three centuries and provide the basis for a lifetime of anxious pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students. Materials fee.

**ART245**  
**Introduction to Painting: Realism (3.0)**  
Students develop technical ability as painters and increase their creative options for art making. With the still life as subject, the course focuses on color theory, the formal elements of painting, and the various surfaces, tools, techniques, and myriad effects that can be achieved with acrylic paint. Students explore the expressive potential of painting and discuss their process during class critiques. Knowledge gained enables students to be articulate about, and have a better understanding of, the paintings that they encounter in the world. Materials fee.

**ART281**  
**Traditional Chinese Brushstroke II (3.0)**  
Based on skills learned in Traditional Chinese Brushstroke I, students continue their exploration of the history, origin, and construction of the Chinese characters. Students delve further into the five calligraphy writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, Oriental philosophy, and Oriental painting, students examine ways Chinese poetic artistry—i.e., poetry, calligraphy, and painting—are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush artwork and the interaction between the West and the East. Workshops begin with a light qigong standing meditation every week. Prerequisite: ART181. Materials fee. Cross-listed as ART582.

**ART301**  
**World Art I: Ancient to Middle Ages (3.0)**  
An introduction to the visual arts of archaic societies and of the civilizations of the Mediterranean and Middle East, Asia, Central and South America, and Africa. Viewed from a global perspective, we explore the historic and mythic lineages of vision, meaning, and craft. Materials fee.

**ART311**  
**Mixed Media (3.0)**  
Students engage in the creation of art made out of mixing materials and media. Investigations include formal, technical, philosophical, and experiential aspects of art making. Sources of artistic imagery, from contemporary to traditional art, and the dynamics of aesthetic experience are examined. Students develop insights through the integration of witnessing many forms of art, critical intent, and personal creative experience. Emphasis is placed on making art, artistic evaluation, and the dynamics of group critique. Materials fee.

**ART325**  
**Drawing II: Precision, Perception, and Form (3.0)**  
Beginning with an emphasis on precise observational drawing, the class proceeds through an array of exercises designed to deepen each student’s native way of drawing. The working basis for this is the One Hundred Drawings project, a semester-long exploration of an individually chosen theme. Open to anyone with previous drawing experience. Prerequisite: ART125 or permission of instructor. Materials fee.

**ART333**  
**Thangka Painting II: Appreciation of Himalayan Buddhist Art (3.0)**  
This class is a continuation of ART233/533. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols, then advances to a complete thangka painting. Skills focused on include dry-technique shading, color mixing and application, and making gold paint. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART233/533. Crosslisted as ART543. Materials fee.

**ART345**  
**Painter’s Laboratory (3.0)**  
Like a science lab, the painter’s laboratory is a place for practice, observation, and testing. This studio class is suitable for anyone wanting to explore and develop as a painter. The goal is to enhance seeing and to translate that highly personal skill into paint. We study and experiment with how to generate ideas, how to develop subject matter, how to build on and incorporate previous
training and experience (including nonvisual), and how to engage the vastness of contemporary and historical arts as a mentor and ally. Lab skills include how to gather and use visual information for painting through collecting, drawing, and notation. This is a hands-on lab; the medium is acrylic paint. Materials fee.

**ART351**
World Art II: Medieval and Modern Transformations (3.0)
An introduction to the visual arts of cultures that flowered under the influence of Buddhism, Christianity, and Islam, as well as the art of Western Europe from the thirteenth century to the present. No prerequisite required for this class. Includes art making. Materials fee.

**ART355**
Eco-Art (3.0)
This class explores ecological and environmentally related art. Studio work emphasizes recycled and natural materials, with a mixed-media emphasis. Students learn how to source art materials directly. Slide lectures; visiting artists; and trips to see, discuss, and reflect on eco-arts are included, as well as an experience with community-based art. Materials fee.

**ART360**
Contemplative Photography (3.0)
This course guides students to explore mindfulness in photography. Students experience the relationship between the contemplative state of mind of clear and non-conceptual awareness and the creative endeavor through photography. Students consider reality, space, time, and illusion as ways to gain insights into photography and the meditative state. Students develop visual awareness through the use of the photographic medium. Through viewing films, readings, and research, students expand their knowledge of potent imagery. Critiques and discussions foster the advancement of students’ art images. Materials fee.

**ART381**
Traditional Chinese Brushstroke III (3.0)
Based on skills learned in Traditional Chinese Brushstroke II, students continue their exploration of the history, origin, and construction of the Chinese characters. Students delve further into the five calligraphy writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, Oriental philosophy, and Oriental painting, students examine ways Chinese poetic artistry, i.e. poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush artwork and the interaction between the West and the East. Workshops begin with a light qigong standing meditation. Materials fee. Prerequisite: ART281. Cross-listed as ART583.

**ART385**
Advanced Studio Practice (3.0)
Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Students build a body of serious cohesive artwork, with emphasis on technical, formal, and conceptual concerns. Art and thought processes are supported by research, engaged inquiry, and a highly focused studio practice. Viewing art from contemporary and traditional cultures encourages students to realize a global understanding of what art is. Prerequisites: Open to Visual Arts majors with 60+ credits only. Others with instructor permission. Materials fee.

**ART440**
Warrior Artist: Risk and Revelation in Studio Art (3.0)
The artist is trained as a scholar to cultivate confidence and dignity. Students engage in the skills of speaking about art, and its concerns, with regard to inner and outer influences. Research and articulation of influences provide students a greater clarity of how their art form relates from themselves to the world. Warrior exams prompt students to talk about their art on the spot and uncover wisdom. Fundamental questions are explored to provide a larger view of the effect art creates for the viewer. Ongoing art studio practice informs the dialogue and encourages progressive art consciousness. In this class, students join their advanced studio art practice with the disciplines of speaking and writing about art. Visual Arts majors graduating seniors only; others by permission of the instructor. Materials fee.

**ART455**
Making Conscious Media (3.0)
Exploration of creative cinema through short production and post-production projects. The course focuses on tactics and strategies of independent cinema production, leading to the completion of a final project in either documentary, experimental, or narrative genres. Content emphasis will be on material that is socially provocative, artistically bold, or infused with content that reflects a consciously-grounded exploration of the human condition. Materials fee.

**ART480**
Portfolio and Gallery Presentation (3.0)
This spring course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions. BA Visual Arts seniors only; others by permission of instructor. Materials fee.

**ART490**
Special Topics in Visual Arts (3.0)
The Special Topics seminar investigates the applications of theories and methods of visual arts specific to historical, critical, and theoretical contexts. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate and graduate students. Materials fee. Cross-listed as ART690. Fall 2017: Word and Image Students develop multiple ways of integrating text into their works of art, beginning with techniques for altering their own handwriting. Exploration includes the spectrum of lettering from barely legible marks, to formal hand lettering in historic and contemporary styles of traditional calligraphy, to type. Students are exposed to the work of a wide range of contemporary
visual artists, including aerosol and graffiti artists. Students explore the expressive potential of language in art making and discuss their processes during class critiques. Students learn design principles and work with a wide variety of tools and materials.

ART499
Independent Study: Visual Arts (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

ART500
The Contemplative Artist (3.0)
At the very heart of the word contemplative is the activity of observing, seeing. Contemplative, originally a term of divination, meant an open space marked out for observation. Contemplate implies attentive and meditative observation. Through mindfulness meditation, studio assignments and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions and how perceptions are affected by culture; and how these two streams of the personal and the public join in an individual’s aesthetic sense and artistic statement. Cross-listed as ART200. Materials fee.

ART533
Thangka Painting I: Appreciation of Himalayan Buddhist Art (3.0)
Thangka painting, a traditional visual art form unique to the Himalayan Buddhist region, is approached in two ways: studio training in basic drawing and painting is paired with academic study within a broad context. Topics include history, styles, methods, content and relevance to historical and contemporary societies. The class format includes slide lectures, films, readings and field excursions. Students also work in a practice environment modeled after the Vajrayana nyinrung practice in two daylong sessions. Cross-listed as ART233. Materials fee.

ART581
Traditional Chinese Brushstroke (3.0)
Brushstroke class focuses on learning how to cultivate the inner Qi, or energy, through the practice of brush calligraphy. The history of Oriental calligraphy and culture is studied. We focus on the process of meditation with a brush. Emphasis is placed on regular, running style and grass style, Caoshu, with some exposure to seal script and brush painting as well. Students learn how Asian paper and brushes are used, and how to place a chop or red seal on Chinese calligraphy and painting. We study how the Asian brush is designed and how it differs from Western brushes. Every student has artwork at the end of this course. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART181.

ART582
Traditional Chinese Brushstroke II (3.0)
Based on skills learned in Traditional Chinese Brushstroke I, students continue their exploration of the history, origin and construction of the Chinese characters. Students delve further into the five calligraphy-writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental painting, students examine ways Chinese poetic artistry, i.e., poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART281.

ART583
Traditional Chinese Brushstroke III (3.0)
Based on skills learned in Traditional Chinese Brushstroke II, students continue their exploration of the history, origin and construction of the Chinese characters. Students delve further into the five calligraphy-writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental painting, students examine ways Chinese poetic artistry, i.e., poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART581.

ART586
Narrative-poetic movements that continue to influence Naropa’s writers to write beyond aesthetics into action. By exploring experimental and foundational lineages from 1950-1980, as well as materials from the Naropa archives, students participate as “readers who are writers,” aware of multiple critical stances that inform the reading and writing process. Emphasis is placed on locating poetry in time and understanding the context of each movement. This course culminates in the creation of one’s own poetic manifesto.
WRI234
Creative Reading and Writing (3.0)
In this course, we immerse ourselves in the study and practice of creative writing through the exploration of contemporary trends: namely, work that inspires faculty in and affiliates of the Jack Kerouac School. Students read poets, prose writers, and many artists who have influenced the current poetics at Naropa. This workshop invokes writing and revision strategies culminating in a creative manuscript and artist’s statement. Possible topics include: innovative prose, eco-poetics, contemplative poetics, queer/trans-poetics, identity politics, activist writers, collage and multimedia, performance/somatic practices, and translation.

WRI250
Perceptions in Media (3.0)
An investigation into how images have powers of persuasion and manipulation, including their political, social, cultural, economic, and philosophical effects and ramifications. We examine not only film, but also television, the Internet, and commercial marketing. The goal of the course is to heighten individual perceptions and generate counter-messages of our own, making a dynamic and positive impact on the contemporary cultural landscape.

WRI307W
Professional Development: Teaching Practicum: Designing a Writing Workshop (2.0)
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing, and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Prerequisites: COR115 and WRI234. Cross-listed as WR607W.

WRI312
Writing Workshop: Poetry (3.0)
This is a workshop, i.e., a place of production, where constructive advice on, and criticism of, the works produced by the participants is given by both the instructor and the participants themselves. While producing new and original work, the participants acquire a sense of how to talk about their own, and others’, poetic writings. Materials include poetry and considerations of poetry, and we look at and discuss the work of both modern and postmodern authors along with participants’ writing. Prerequisites: COR115 and WRI234.

WRI318
Writing Workshop: Long Poem (3.0)
The long poem might be considered in a number of ways: as an archive; as an epic; as a serial poem; as a history; as a city of syntax. This course examines this genre from a number of angles. Some thematic approaches might include the feminine epic, the twentieth century long poem, the relationship between the long poem and place, a long poem as the “rejection of closure,” or the relationship between the long poem and the pastoral. Prerequisites: COR115 and WRI234.

WRI326
Professional Development: Small Press Publishing (3.0)
The course serves as an introduction to various facets of the small press, including its history and practical concerns around submissions and editing. This is an experiential class, in which students learn by doing. Through hands-on study, students learn what a small press is, as well as its role in forging community, promoting diversity and experimentation, and innovating publishing practices. Working individually and collaboratively, students curate, design, distribute, and market one issue of Bombay Gin, as well as hone their individual professional development by developing submissions and cover/query letters. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level work in Creative Writing and Literature. Cross-listed as WRI705.

WRI328
Literature Seminar: Nineteenth Century American Literature (3.0)
This course investigates the historical and literary contexts for nineteenth century American Literature: the Industrial Revolution; the Abolitionist Movement; transcendentalism; the Gothic novel; new poetic forms; and individualism. We look at important works of fiction, essay, poetry, and memoir that are exciting and vital to this day. We investigate the ways they reveal and define a particular American experience and character in history, literature, and poetics. Students engage these concepts through their reading of the major literary works of this time. Prerequisites: COR115 and WRI210.

WRI329
Writing Workshop: Contemplative Poetics (3.0)
Contemplative poetics affirms trust in the meaningfulness of immediate experience as basis, exploration into modes of composition as practice, and attention to elements and structures of language as medium. We work with contemplative practices that ground mind and body in active attention, invite curiosity that extends attention into investigation, and take chances in execution that bring surprise of form and insight. This course introduces exercises, methods, and procedures to open new directions in thinking, writing, and being. Prerequisites: COR115 and WRI234.

WRI331
Writing Workshop: Creative Nonfiction (3.0)
This workshop explores the range of narrative possibilities available under the broad term “creative nonfiction.” Students examine a number of subgenres that may include the personal essay, literary journalism, travel writing, memoir, and they experiment with form, point of view, method, and ethics. Readings include historical examples as well as work by recent practitioners, especially those who innovate the genre. Prerequisites: COR115 and WRI234.
WRI339
Writing Workshop: Flash Fiction (3.0)
In this course, we explore the word, phrase, and fragment. We capture image or sound. We write concise narratives that reflect surface and give sudden glints of light. We notice how the sentence unfolds to distill the essence of story. Flash fiction emphasizes subtext and implication. It focuses on precision and detail. It explores compression, limits, and constraint. In this workshop, we answer the question: What occurs within narrative restriction? We say more by saying less. Prerequisites: COR115 and WRI234.

WRI344
Literature Seminar: Shakespeare (3.0)
Through the examination of a selection of Shakespeare’s dramatic tragedies, comedies, and histories, as well as his sonnets, students gain knowledge of Shakespeare’s works in their literary, historical, and artistic contexts. In addition to explication of Shakespearean language and performance of short excerpts from the plays, the course emphasizes critical approaches to reading Shakespeare, including those that focus on race, gender, sexuality, and class. Prerequisites: COR115 and WRI210.

WRI348
Classics of International Film (3.0)
This course critically evaluates the history of cinema from the mid-to late Twentieth century. Exploring the film heritage of various cultures, we discover how films reflected the times and conditions in which they were generated. Some of the themes that are examined are suppression of censorship within certain cultures and contexts, and the immediate as well as long-term effects of selected films upon their respective societies and the world at large.

WRI349
Literature Seminar: Modernism (3.0)
This course approaches modernism as an aesthetic movement, tracing its nuances through the nineteenth century to various avant gardes of the first half of the twentieth century. While students read extensively from literary texts in multiple genres and view visual art, they also explore historical and philosophical contexts. Prerequisites: COR115 and WRI210.

WRI355
Literature Seminar: World Lit (3.0)
We research world literature to create both a vocabulary and an environment for our own engagement with national and cultural frames. This course is designed to foster an understanding of the texts, contexts, and concerns which shape the various aesthetic, social, political, and ideological functions of the works we are looking at. The works are chosen from three different world regions, and through a linked theme or subject matter. We look at how aesthetic issues are addressed in each work, and examine the interconnection between emerging social issues and the function of the work in the era it is written in. The method of instruction for this class combines short lectures with class discussion, research, workshops, and in-class writing/reading experiments. Prerequisites: COR115 and WRI210.

WRI362
Writing Workshop: Fiction (3.0)
This introductory fiction workshop explores techniques and aspects of craft such as structure, story and plot, character, voice, point of view, setting, description, and the possibilities offered by different narrative forms. Reading selections of classic and contemporary writing for inspiration and points of departure, we generate new writing of our own through weekly writing investigations and in-class assignments. With feedback from our colleagues, we take this work through drafts and revisions with the aim of producing a final portfolio. We also think about practical aspects of how fiction is edited, published, and read, and consider how or why we might want our own work to be published. Prerequisites: COR115 and WRI234.

WRI369
Writing Workshop: Narrative Forms (3.0)
This workshop explores the art of generating, editing, and ultimately realizing original works of fiction. Works are regarded critically in a rigorous but supportive atmosphere. Elements of narrative prose are broken down and approached as separate elements that contribute to a realized piece of writing. Prerequisites: COR115 and WRI234.

WRI376
Introduction to Screenwriting: Sitting Quietly, Doing Everything (3.0)
For writers and artists who want to become skilled in the art of visual storytelling. The course examines the singular demands of screenwriting: revealing character through action and the dynamics and nuances of dialogue, as well as what constitutes structure, sequences, and scenes. What makes a strong beginning, a consistent world, and an inevitable conclusion? How are elements, such as transition and point-of-view, most skillfully presented? At the end of the course, each writer will possess the necessary tools to effectively relate to an existing script and generate original work within this very particular form.

WRI380
Writing Workshop: Eco-Poetics (3.0)
"Eco" means "house." Our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose, and conduct unclassifiable experiments and collaborations that tend to direct attention to surroundings, especially "nature." Course includes a wide range of authors, from Thoreau to Annie Dillard, Orpingalik the Intuit songster to Rachel Carson and Stephen Jay Gould, and Mba Shole to Gary Snyder. We try to discover and invent new ways of representing nature’s rich variety in language. Prerequisites: COR115 and WRI234.

WRI381
Professional Development: Project Outreach (3.0)
This course sends students into local schools, retirement homes, shelters, at-risk youth groups, and so on, to lead creative writing sessions. A portion of the weekly class time occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed.
Students act as literary activists, teaching and lending inspiration. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level course work in Creative Writing and Literature. Cross-listed as WRI781.

WRI382
Professional Development: Letterpress Printing: Well-Dressed Word (3.0)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level course work in Creative Writing and Literature. Materials fee. Cross-listed as WRI602.

WRI383
Professional Development: Letterpress Printing: First Impressions (3.0)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to CW&L and CW&P students only; others by permission of the program. Materials fee. Cross-listed as WRI603.

WRI387
Professional Development: Book Arts (3.0)
In this course, students learn the basics of book arts by creating a series of blank journals, utilizing a variety of binding techniques. After foundational skills are explained and mastered, students create five major projects: a linoleum block book; a hand-painted book; a book as map; a book sculpture; and a text-off-the-page installation. Additional assignments include writing a manifesto, a critical essay on an aspect of book arts (an artist, a technique, an aesthetic, etc.), a review, and an artist’s statement. The final exam takes place in a gallery setting, where students present their work from the semester. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level course work. Materials fee.

WRI389W
Fall Writers Practicum (1.0)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI789W.

WRI391W
Spring Writers Practicum (1.0)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI791W.

WRI394W
Writers Practicum with Anne Waldman (1.0)
Study and analysis of selected literary and compositional issues and elements. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Prerequisites: COR115 and WRI234. Cross-listed as WRI794W.

WRI395W
Writers Practicum with Allen Ginsberg Visiting Fellow (1.0)
Study and analysis of selected literary and compositional issues and elements. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Prerequisites: COR115 and WRI234. Cross-listed as WRI795W.

WRI415
Writing Workshop: Innovative Poetry (3.0)
This course challenges traditional assumptions about how poems are created, by isolating the operations in play to produce texts. We read modern and/or contemporary writers who question the authority of poetic practice through innovative uses of language, form, syntax, and meaning. We immerse ourselves in the laboratory of literary structures and examine how writers confront convention and experiment with process. In addition, we examine the writer’s historical context and how it informs the poetic process. Prerequisite: 3 credits of 300-level course work.

WRI417
Writing Workshop: Writers in Community (3.0)
This is a required cohort class for Creative Writing and Literature BA students. The course engages several aspects of being a writer, including performance, innovative poetic concerns, and contemplative practices. Several working writers give in-class lectures and/or lead workshops, and students are required to attend the What Where series readings on Tuesday night four times during the semester. Students explore contemplative gestures and writing processes. Prerequisite: 3 credits of 300-level course work.
WRI428
Writing Workshop: Innovative Fiction (3.0)
Through writing exercises, reading assignments, discussion, and workshop, this writing course focuses on the creation of innovative prose fiction, with attention to contemporary literary works that self-consciously push the boundaries of traditional narrative and form. Experiments with constraint, metafiction, intertextuality, collage, and other postmodern methods of producing fiction challenge students to innovate their previous habits and writing practices. Prerequisite: 3 credits of 300-level course work.

WRI440
Writing Workshop: Extended Narratives (3.0)
In this course, we read short stories and novels with a special attention to the style and structure of their narratives. We examine the distinction between mimetic (showing) and diegetic (telling) presentations and examine the complications of the work’s overall effect and sense of meaning in order to develop our own narratives. The focus of this class is to develop a lively, original larger text (working toward a novel/novella) while thinking about the arc, scope, and scale of extended narrative prose. Prerequisite: 3 credits of 300-level course work.

WRI441
Literature Seminar: Women Writers (3.0)
This course examines experimental women writers and how they investigate the margins of their condition while participating in the center of the poetics. With an emphasis on cultural, historical, and/or literary contexts, the course includes a variety of authors and texts: poetry; prose; and cross-genre. We also explore language and meaning: the nature of subjectivity/persona and self; as well as the feminine, the body, and community. All genders welcome! Prerequisite: 3 credits of 300-level course work or permission of instructor.

WRI448
Literature Seminar: Cultural and Ethnic Lit (3.0)
This course engages with literature and critical texts, such as African American poetry, Chicano/a fiction, Asian American hybrid works, or the like. The readings provide a diverse range of historical and cultural narratives. Topics may include the formation of marginalized subjectivities as well as the intersections of race, ethnicity, gender, sexuality, exile, diaspora, and assimilation. We examine how these language workers expand literary pathways and aesthetics. We map the changing territories of transnational American writers. Prerequisite: 3 credits of 300-level course work.

WRI449
Writing Workshop: Embodied Poetics (3.0)
This class involves the study and analysis of selected literary and compositional issues and elements as they relate to somatic inquiry. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but are not limited to: works of literature; forms of composition; literary history; writing practice (including prose, poetry, and multigenre); literary criticism; as well as film and media studies. Larger frames for the class may include somatic psychology, studies of the nervous system, animal ethologies, and performance-based approaches to posture and gesture events. We build projects centered upon somatic experiments of different kinds, asking, in the words of Akiilah Oliver, What are the limits of the body? Prerequisite: 3 credits of 300-level course work or by permission of instructor.

WRI451
Week One: Summer Writing Program BA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 1 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

WRI452
Week Two: Summer Writing Program BA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 2 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

WRI453
Week Three: Summer Writing Program BA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 3 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

WRI455
Literature Seminar: Literary Theory (3.0)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Prerequisites: 3 credits of 300-level course work. Cross-listed as WRI677.
WRI456
Writing Workshop: Poetry in Theory (3.0)
This course examines the role of poetics in writing. We investigate theory, archives, manifests, and/or poetics articles in relation to poetry and to shape the creative vision and process. Poetics is a mode of inquiry, a communication, a stance; it is a contemplative or theoretical framework, creating a discourse between the poem’s intention and praxis. A range of cultural or aesthetic perspectives is presented to address the function of poetry, the possibilities in meaning and language, and the role of the poet. Prerequisite: 3 credits of 300-level course work.

WRI457
Literature Seminar: Major Authors (3.0)
This literature seminar gives students the opportunity to study the work of a single author (or a small, select group of authors) in depth and detail. The class explores aesthetic and theoretical concerns that the authors engage, as well as the historical and social moment in which they write. Students read major works by the author and consider critical writing on and related to the author’s work. Prerequisite: 3 credits of 300-level course work.

WRI460
Writing Workshop: Ekphrastic Writing (3.0)
In this multigenre workshop, students create works that may respond to visual images, as in ekphrasis; reproduce visual images alongside text; or blend visual and textual imagery. Through exploratory reading and creative writing experiments and collaborations, students investigate the conceptual, practical, and aesthetic issues of literary works that significantly use text and image. Prerequisite: 3 credits of 300-level course work.

WRI475
BA Thesis (3.0)
As the culmination of the Creative Writing and Literature degree, each candidate must complete a BA thesis, which includes creative and critical components. This course serves as a workshop for these final projects. Additional information about the BA thesis is available in the Jack Kerouac School office. Open to CW&L students in their final semester.

WRI490
Special Topics: Writing Workshop (3.0)
Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Prerequisite: 3 credits of 300-level course work. Cross-listed as WRI793.

WRI491
Special Topics: Literature Seminar (3.0)
Topics explore various literature-based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, New American Poetry, New Narrative Writing, Black Arts Movement, women writers, hybrid texts, image and text, film and media studies, as well as various other themes driven by critical analysis of literature. Prerequisite: 3 credits of 300-level course work. Cross-listed as WRI796.

WRI492
Special Topics: Professional Development (3.0)
Topics explore various professional development based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, book arts, twenty-first century publishing practices, Project Outreach, small press editing, pedagogy theory and praxis, and various other themes driven by the development of professional skills. Prerequisite: 3 credits of 300-level course work. Cross-listed with WRI797/797e.

WRI499
Independent Study: Writing (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

WRI602
Professional Development: Letterpress Printing: Well-Dressed Word (3.0)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques, as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI382. Materials fee.

WRI603
Professional Development: Letterpress Printing: First Impressions (3.0)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI383. Materials fee.
WR1607W
Professional Development: Teaching Practicum: Designing a Writing Workshop (2.0)
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing, and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WR1307W.

WR1614
Prose Workshop: Memoir/Anti-Memoir (3.0)
In this course we will read contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take on the subject the complications of the body (an I) negotiating with a history, or family (you are). In our own writing, we will try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to MFA CW&P students only; others by permission of the program.

WR1617
Poetics Seminar: Writers in Community (3.0) Writers in Community is designed as a cohort class for entering MFA students. This course engages several aspects of being a writer, from the page to performance, from innovative poetic concerns to professional development. Several working writers will be invited to give in-class lectures and/or lead workshops. We also explore contemplative gestures and writing processes. By the course’s end, students will have completed a context presentation, a prospectus proposing a project of their own, a creative portfolio based on the course’s focus of study, and a short professional dossier with career goals. Students are required to attend the What Where series readings on Tuesday night four times during the semester.

WR1625
Multigenre Workshop: Adaptation (3.0) We focus on works of prose, both fiction and nonfiction, published and original. From these texts, we determine what can be skillfully dramatized and what should remain as language. We ask: where should dialogue begin, how can it be maintained or made most effective, and when should it be concluded? We identify and become well-acquainted with the elements and demands that go into dramatic writing, and how it differs from narrative prose.

WR1629
Multigenre Workshop: Translation (3.0) This is a workshop based on the idea that translation equals transformation. How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, or translate our thoughts into words, affect the result? How do we know that the literature in translation is an accurate reflection of the original? Can translated literature ever reach the aesthetic and emotional immediacy of texts we are able to read in their original (or our) language? These are some of the questions we examine while also attempting to create our own translations. Open to CW&P students only.

WR1631E
Craft of Writing: Rooting in the Archive (6.0) This course delves into the Naropa University Archive and its rich offerings to explore traditions, movements, and/or schools of writing that inform or extend the aesthetic vision of the Jack Kerouac School toward mindful writing. Possible recent historical examples include New American Poetry, the Beats, San Francisco Renaissance, the New York School, Black Mountain Poetics, the Black Arts Movement, and Language poetry, among others. Students develop an intensive listening and writing practice around the archive, examining critical and creative texts that penetrate and revitalize past recordings, and consider the historical and social circumstances for a specific movement, in addition to its primary theoretical or aesthetic concerns. Open to MFA Creative Writing students only.

WR1640
Poetics Seminar: Women Writers (3.0) An examination of the works of women writers who write what poet Lyn Hejinian calls "open texts," that is, prose, poetry, creative nonfiction, and hybrid works that are open to the world and to the reader, invite participation, foreground process, resist reduction, and examine authority. We look at these works in their own right, as well as in relation to the literary movements of the time. Open to CW&P MFA students only.

WR1648E
Craft of Writing: Contemplative Experiments (6.0) In its view toward fresh, lively writing, this course emphasizes contemplative attention within the act of writing itself, in order to go where the energy is rather than follow premeditated decisions. We look at works that exhibit wakeful energy in various literary modes, tuning into their particular qualities of mind, as well as to the elements and structures of language by which these qualities are realized. "Contemplative" here refers to the joining of present attention with critical understanding so that new possibilities for form and content may open for writing in any mode or genre. Open to MFA Creative Writing students only.

WR1656
Poetics Seminar: The Archive (3.0) The course delves into the infamous Naropa University Archive and all its rich offerings, as a starting point for conversation about twentieth and twenty-first century writing and what it means to archive-socially, culturally, and artistically. We develop an intensive listening and writing practice around the archive, examining critical and creative texts that penetrate and revitalize past recordings. Open to CW&P MFA students only.
WR1671
Prose Workshop: Narrative Practices (3.0)
In this workshop, we read contemporary writers whose work subverts narrative practices of different kinds. We examine a progression of works that engage creative process on a continuum from the sentence to the event, as models and prompts for our own narratives. What happens to prose writing when we engage narrative theory? What kinds of actions might be foregrounded, complicated, or transformed? How do we write something new?

WR1672
Professional Development: Book Arts (3.0)
In this course students learn the basic and intermediate skills of book arts by creating a series of blank journals utilizing a variety of binding techniques. After these skills are explained and mastered, students create five major projects: a linoleum block book; a hand-painted book; a book as map; a book sculpture; and a text-off-the-page installation. Additional assignments include writing a manifesto, a critical essay on an aspect of book arts (an artist, a technique, an aesthetic, etc.); a review, and an artist’s statement. The final exam will take place in a gallery setting where students will present their work from the semester. Materials fee.

WR1677
Poetics Seminar: Critical Theory (3.0)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WR1455.

WR1678E
Craft of Writing: Cultures and Communities (4.0)
This course focuses on issues of community and identity by engaging with a variety of literary texts from diverse cultures and/or groups within cultures. By exploring literature critically and creatively, students examine how authors create and readers read through their cultural contexts; the relations of power and knowledge, politics and aesthetics; and the ability or failure of literature to address cultural experience. Open to MFA Creative Writing students only.

WR1699
Independent Study: Writing (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

WR1700
Professional Development: Writing Pedagogy Seminar (3.0)
This class prepares students for working with writers in the college setting, both one-on-one and in the classroom. A range of teaching models (including expressive, collaborative, critical, contemplative, and feminist philosophies) are investigated, and practical methods for working with writers are developed. Strategies for engaging with the writing process, providing feedback on student work, and developing lesson plans are explored. Students construct a foundation for their own pedagogical approaches, based firmly in the theories they value. Open to all graduate students interested in teaching writing.

WR1705
Professional Development: Small Press Publishing (3.0)
The course serves as an introduction to various facets of the small press, including its history and practical concerns around submissions and editing. This is an experiential class, in which students learn by doing. Through hands-on study, students will learn what a small press is, as well as its role in forging community, promoting diversity and experimentation, and innovating publishing practices. Working individually and collaboratively, students will curate, design, distribute, and market one issue of Bombay Gin, as well as hone their individual professional development by developing submissions and cover/query letters. Cross-listed as WR1326.

WR1707
Poetics Seminar: Major Authors (3.0)
This course gives students the opportunity to comprehensively study the work of a single author or small select group in depth and detail. Students explore the historical and social moment within which the author wrote and consider the various aesthetic and theoretical concerns with which the author engages. Students read a number of major works by the author as well as critical theory on and related to the author’s work.

WR1715
Poetry Workshop: Experimental Poetry (3.0)
In this course, we investigate work that transgresses, crosses borders, swerves. We examine texts that challenge our understanding of poetry and the writing process. Through a series of experiments and cross-genre collaborations, we complicate language, develop new forms, and carve out original spaces. To innovate is to be in conversation with an interrogative dynamic that opens to possibility and failure. Writing as experiment as exploration as the new word. Open to CW&P MFA students only.

WR1720
Prose Workshop: Experimental Prose (3.0)
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on non-normative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in
progress, along with completing appropriate exercises and reading assignments.

WRI722  
Poetry Workshop: Eco-Poetics (3.0)  
"Eco" means "house": our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose that directs attention to surroundings, especially nature. In this course, we discover and invent new ways of representing nature's rich variety in language. Open to CW&P MFA students only.

WRI727  
Poetics Seminar: Cross-Cultural Literature (3.0)  
This course focuses on the cultural production of community and identity by engaging with a variety of literary texts from diverse geographic and national sites. Students examine how authors create, and readers read, through their own sets of experiences in cultural and ethnic contexts; the relations of power and knowledge, politics, and aesthetics; and the utility or failure of literary theory to address cultural and ethnic struggles.

WRI729  
Multigenre Workshop: Collaborative Texts (3.0)  
This course examines the poetics of collaborative acts: the third mind experiment. Writers embark on explorations with other writers, artists, musicians, dancers, or filmmakers. Texts that challenge the single author and cross artistic genres are explored in order to expand narrative, poetic lyric, meaning, and structure. We interrogate the third space between collaborators and question notions of authority in authorship. The confluence between two or more writers sparks new developments in the creative process.

WRI730  
Multigenre Workshop: Performance Art and Writing (3.0)  
This course uses performance art to generate creative texts. Our performance praxis stems from a wide variety of approaches—formal and invented—and our final goal is to put that praxis into conversation with our individual writing practices. We ask how the investigations of performance-duration, participation, witness and witnessing, movement, constraint, and temporal and spatial awareness can invigorate our texts and lend them new insight.

WRI731  
Prose Workshop: The Novel (3.0)  
In this course, students complete the first draft of a novel. The work will be a full-length narrative of 60,000 to 100,000 words. By generating this draft over the span of a semester, students identify and embrace their writing practice, determining how they go about performing this discipline alongside the other commitments in their lives. Ideally, the work will be rewritten and polished, but the main goal is to demystify the long-form narrative and to set the elements in place that will serve the writers throughout their creative lives. Open to CW&P MFA students only.

WRI733  
Poetics Seminar: Queer Lit (3.0)  
This course investigates texts that queer. We read literature and theory that questions, complicates, deterritorializes, defines, curates, and inhabits the genre of queer literature. We consider, for instance, the bilingualism of gender and genre, liminal space, sexuality and textuality, the politics of syntax and sex, the body, the not-body, and more.

WRI735E  
Craft of Writing: Contemporary Trends (6.0)  
In this course, students focus on current trends, patterns, and concerns of creative writing practices. We investigate and consider a variety of literary modes that both inform and are informed by contemporary texts, including the cross-pollination of writing with other cultural and social forms and practices. In addition to reading recent works, students trace the history of these trends to observe their dynamic evolution. Open to MFA Creative Writing students only.

WRI739  
Poetry Workshop: Contemplative Poetics (3.0)  
Contemplative poetics affirms trust in the meaningfulness of immediate experience as basis, exploration into modes of composition as practice, and attention to elements and structures of language as medium. We work with contemplative practices that ground mind and body in active attention, invite curiosity that extends attention into investigation, and take chances in execution that bring surprise of form and insight. This course introduces exercises, methods, and procedures to open new directions in thinking, writing, and being. Open to CW&P MFA students only.

WRI740  
Poetics Seminar: Film Poetics (3.0)  
This course explores the relationship between poetry and film. By the mid-twentieth century, new American poets and underground filmmakers had established a vibrant fusion, and artistic collaborations established and redefined links between the moving picture and the written and spoken word, resulting in an extraordinary profusion of poetry/film hybrids. We also look at film-related poetic writings and the groundbreaking advent of the poetic montage.

WRI744  
Multigenre Workshop: Somatic Writing (3.0)  
In this course, we build a piece/project centered upon somatic experiments and forms. We explore what it means to write the body, whether we are thinking about movement, animal ethnologies, the nervous system, or larger questions of embodiment. What is an embodied work of creative writing? We build a space for writing in which new forms are able to appear, inspired and evoked by body-based practices. We also examine mixed performances and readings of all kinds.
**WR1748**
**Multigenre Workshop: Activist Writing (3.0)**
This course explores writing that activates, that calls us to action, and that asks how writing can heal the world. We read and write texts that call and respond, that counteract, that repair and repeal. This involves some field experience: research into what calls us to action-the environment, human rights, war, political rhetoric, drone strikes, gun violence, etc.-as well as possible petitioning, marching, and sign-making-in short short, random acts of poetic intervention.

**WR1749**
**Multigenre Workshop: Text & Image (3.0)**
This interdisciplinary and multigenre writing course explores the confluence of text and image in poetry, prose, and cross-genre texts. Through exploratory reading and creative writing experiments, students investigate the ways in which images interrupt, complicate, and layer narrative, as well as the reasons a writer might embrace this multimodal, multivocal form. Students produce creative manuscripts that draw on and innovate with text and image.

**WR1751**
**Week One: Summer Writing Program MFA Credit (2.0)**
This course provides students with the opportunity for intensive weeklong study with visiting faculty during Week 1 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

**WR1752**
**Week Two: Summer Writing Program MFA Credit (2.0)**
This course provides students with the opportunity for intensive weeklong study with visiting faculty during Week 2 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known both for their commitments to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

**WR1753**
**Week Three: Summer Writing Program MFA Credit (2.0)**
This course provides students with the opportunity for intensive weeklong study with visiting faculty during Week 3 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

**WR1755E**
**Craft of Writing: Professional Development (4.0)**
In this course, students further their professional development by preparing their creative manuscript for publication; by generating an online professional dossier to represent themselves and their work; and/or by working with a mentor to identify short- and long-term professional and creative goals, such as submitting to literary journals, writing book reviews, publishing their critical essay, composing a professional cover letter, applying to internships or residencies, and other related work as needed. Open to MFA Creative Writing students only.

**WR1757**
**Poetics Seminar: Lineages (3.0)**
This course explores a tradition, or cross-section of traditions, that informs the aesthetic goals of the Jack Kerouac School. Possible focuses include New American Poetry, the New York School, Black Mountain Poetics, the Black Arts Movement, and the Beats, among others. Students consider the historical and social circumstances for a specific movement, in addition to its primary theoretical or aesthetic concerns. How a particular lineage expounds upon contemplative and innovative poetics will also be considered.

**WR1758**
**Poetry Workshop: Documentary Poetics (3.0)**
This course is a writing workshop focused on investigative methods and documentary materials. A diverse array of poets who base their work on significant research is explored. Each participant takes on one or more fields of research to produce a poetry manuscript. Open to CW&P MFA students only.

**WR1761**
**Poetics Seminar: Contemporary Trends (3.0)**
In this course, students focus on the current trends, patterns, and concerns of writing practices. We investigate and consider a variety of artistic practices that both inform and are informed by contemporary texts, which may include the cross-pollination of writing with other cultural and social practices, conceptualism, or the blurring of low and high art. In addition to reading contemporary texts, students trace the history of these trends to observe their dynamic evolution.

**WR1763**
**Multigenre Workshop: Notes on Architecture (3.0)**
In this class, we read works inspired by the experience and imagining of architecture: the passage, the corridor, the underground tunnel, the corner of a city perpetually turning. How does architecture inspire writers to imagine narrative and poetic structures, whether virtual or real, and how can we write/enter into
the space continually opening out from the one preceding it, or not, what is it like to enter a sequence of rooms that is already there, furnished by the previous occupant? Open to CW&P MFA students only.

**WRI770**

Multigenre Workshop: Cross-genre Forms (3.0)

This course investigates hybridity as form. We expand our definitions of crossing genres by examining various disciplines and theories, heterosis, diasporic contact zones, migratory borders, and chimeras, in order to problematize the binary of the poetry/prose dichotomy. We transgress the line, the sentence, and the narrative, as well as press on the boundaries of writing, mixing and matching, cross-talking our way through. Through vertical and horizontal interrogative acts, we research and develop forms that can house our cross-genre gestures. Open to CW&P MFA students only.

**WRI775**

Multigenre Workshop: Cross-Disciplinary Writing (3.0)

In this course, we read texts that engage various disciplines such as film, architecture, performance, drawing, history, or science, as well as other literary texts. We consider how these genres interact and perform our own writing experiments in response. Students engage in a workshop environment, discussing required readings and other students’ creative work with an eye on how these works were constructed via genre and stylistic techniques.

**WRI781**

Professional Development: Project Outreach (3.0)

This course sends students into local schools, retirement homes, shelters, at-risk youth groups, and so on, to lead creative writing sessions. A portion of the weekly class time occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed. Students act as literary activists, teaching and lending inspiration. Open to CW&L and CW&P students, also to others by permission of the program. Cross-listed as WRI1381.

**WRI789W**

Fall Writers Practicum (1.0)

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Open to MFA Creative Writing students only.

**WRI789WE**

Fall Writers Practicum (1.0)

Study of selected literary and compositional issues and writing workshop with Naropa and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Open to MFA Creative Writing students only.

**WRI791W**

Spring Writers Practicum (1.0)

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI391W.

**WRI791WE**

Spring Writers Practicum (1.0)

Study of selected literary and compositional issues and writing workshop with Naropa and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Open to MFA Creative Writing students only.

**WRI793**

Special Topics: Writing Workshop (3.0)

Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI1490/WRI793E.

**WRI793E**

Special Topics: Writing Workshop (3.0)

Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI1490/WRI793.

**WRI794W**

Writers Practicum with Anne Waldman (1.0)

Study and analysis of selected literary and compositional issues and elements. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI394W.
WRI795W
 Writers Practicum with Allen Ginsberg Visiting Fellow (1.0)
Study and analysis of selected literary and compositional issues
and elements. Topics may cover a wide range of subject matter
and methods of writing and may vary from semester to semester.
These may include, but are not limited to, works of literature, forms
of composition, literary history, writing practice (including prose,
poetry, and translation), literary criticism, as well as film and media
studies. Cross-listed as WRI395W.

WRI796
Special Topics: Poetics Seminar (3.0)
Topics explore various literature-based methodologies and
practices and vary from semester to semester. Course focuses
may include, but are not limited to, New American Poetry, New
Narrative Writing, Black Arts Movement, women writers, hybrid
texts, image and text, film and media studies, as well as various
other themes driven by critical analysis of literature. Cross-listed as
WRI491.

WRI797
Special Topics: Professional Development (3.0)
Topics explore various professional development based
methodologies and practices and vary from semester to semester.
Course focuses may include, but are not limited to, book arts,
twenty-first century publishing practices, project outreach, small
press editing, pedagogy theory and praxis, and various other
themes driven by the development of professional skills. Cross-listed
as WRI492.

WRI875
MFA Critical Thesis Seminar (3.0)
In this course, MFA Creative Writing and Poetics students propose,
research, write, and revise their critical research paper. Class time
is dedicated to one-on-one instructional support, library research,
peer review, and student presentations. In addition to supporting
the completion of the critical research paper, the course introduces
students to the role of the writer-as-critic through exploration of
critical texts, poetics journals, writers conferences, and submission
processes. Open to Creative Writing and Poetics MFA students
only.

WRI880
MFA Creative Thesis (3.0)
As the culminating requirement of the MFA degree, graduate
students submit an MFA thesis, which includes creative and critical
components. Additional information about the MFA thesis is
available in the JKS office.

WRI880E
MFA Thesis (6.0)
The culminating requirement of the MFA degree is the MFA thesis,
a creative manuscript with author’s preface. Students generate
a full-length manuscript that demonstrates creative originality by
taking stylistic risks in form and genre, and that exhibits cohesion
and coherence. Complete information on the thesis will be provided
in the course.

WRI881
Extended MFA Thesis (0.5)
Graduate students wanting to apply for an additional semester to
complete their MFA thesis must contact their advisor. Additional
information about extending the MFA thesis is available in the JKS
office.

WRI881E
Extended MFA Thesis (0.5)
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complete their MFA thesis must contact their advisor. Additional
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