

Study Abroad

"Often I feel I go to some distant region of the world to be reminded of who I really am. There is no mystery about why this should be so. Stripped of your ordinary surroundings, your friends, your daily routines, your refrigerator full of food, your closet full of clothes—with all of this taken away, you are forced into direct experience. Such direct experience inevitably makes you aware of who it is that is having the experience. It is not always comfortable, but it is always invigorating."—Michael Crichton, *Travels*

Naropa University values active engagement in a global context. We want our graduates to understand the differences and interdependencies that characterize our world. Study abroad is a powerful tool to expand students' worldviews and awaken education. Most students who go abroad report meaningful shifts in connection to self and others, as well as a heightened sense of commitment to improving global inequities.

At Naropa University, there are a few paths toward studying abroad. You may choose the [Study Abroad in Bhutan program](#), [Where There Be Dragons Naropa-sponsored programs](#), or you can choose one of Naropa's affiliated programs (LEAP or the [School for International Training](#)). In special circumstances, a student may choose [unaffiliated programs](#), but limitations to financial aid and transferability of credit may apply.

See <http://www.naropa.edu/academics/bachelors/study-abroad/index.php> for more information.

Course Listings

ANTH325

Independent Study Project: Methods and Application (4.0)

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

ASIA310

Regional Seminar: China in Transition (4.0)

This course provides students with a background in modern Chinese history, setting the stage for a grounded understanding of the

myriad social issues that China faces today. Students begin their study in this course through an overview of the country's cultural, social, and political background. Using lectures, readings, and discussion, this course then surveys modern social issues and vulnerable populations in China such as education, public health, environment, civil society, economic development, gender, ethnic minorities, human rights, and popular culture. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. Throughout the course, students analyze historical and current systems in modern China and develop a nuanced understanding of the multiple perspectives found throughout the country. In addition, program travels in China take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Asian Studies students only.

ASIA320

Regional Seminar: Culture and Traditions in Modern India (4.0)

This course provides students with an in-depth introduction to the cultures and traditions in contemporary India. Students begin their study in this course through an overview of the country's cultural, social, and political background. Using lectures, readings, and discussion, this course then surveys social issues and vulnerable populations in India such as the role of women, economic issues of the caste system, environment, public health, education, and spiritual traditions for Hindus, Muslims, and Buddhists. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. This course helps students deepen their understanding of the traditions, religious practices, history, and contemporary lifestyles of the people who call the cities and villages of modern-day India home. In addition, program travels in India take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Asian Studies students only.

ASIA330

Regional Seminar: Diversity in the Himalayas (4.0)

This course explores the myriad ethnicities and religious traditions that constitute Nepal and the surrounding region, which is one of the most ethnically diverse regions of the world. Students begin their study in this course through an overview of the country's cultural, social, and political background. Using lectures, readings, and discussion this course surveys social issues and vulnerable populations in Nepal such as development issues, environment, public health, education, human rights, caste, and the status of women. Students also receive an extensive introduction to Hinduism and to Mahayana Buddhism, in particular to the Tibetan tradition. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in Nepal take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Asian Studies students only.

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.

BAGR202**Sustainable Crop Production (3.0)**

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 Bhutans 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 Bhutans 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 countrys development into the future, and take an active role in the countrys 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 a 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 introduce 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.

BDZG101

Dzongha for Communication (3.0)

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's development, recognize play as a means of self-expression and as a channel of communication, and be able to incorporate it into children's 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.

BEDN411

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.

BEDN417

Foundations of Early Childhood Education (3.0)

This course aims to equip the student teachers with the theories, philosophies and principles that underpin early childhood education to help them support children learn effectively. The key feature of this module is an in-depth study of early childhood education across three different cultures and systems: Australia, New Zealand and Great Britain and its relevance to Bhutanese context. It also focuses on critical analysis of the issues and changes that are currently taking place in the field of early childhood education. This module also entails critical examination of learning and development in early childhood as it is embedded in current policies and practices 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.

BENG304

Reading and Writing in Upper Primary (3.0)

A module in Reading and writing in upper primary. Students will learn what and how to teach the reading and the writing skills to grades 4 to 6 in primary school. Pedagogy as well as personal enhancement skills in two skills mentioned.

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. Gg

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.

BHOR205

Medicinal and Aromatic Plants and Spices (3.0)

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: Yang chen, 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.

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 (IWRM) 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.

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)

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

academic activities such as homestays and the Independent Study Project.

CHIN250

Mandarin II (4.0)

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

CHIN350

Mandarin III (4.0)

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

COMM301

Intercultural Communication (4.0)

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

GLOS211

Intercultural Development and Global Citizenship (4.0)

Drawing from culturally diverse models of leadership and epistemology, this course examines topics such as intercultural and interpersonal communication skills, various leadership styles, and the roles and responsibilities of global citizenship. Through a variety of instructional methods and assignments, students explore the factors which influence human relationships to self, communities, and the natural world.

GLOS310

Regional Seminar: China in Transition (4.0)

This course provides students with a background in modern Chinese history, setting the stage for a grounded understanding of the myriad social issues that China faces today. Students begin their study in this course through an overview of the country's cultural, social, and political background. Using lectures, readings, and discussion this course then surveys modern social issues and vulnerable populations in China such as education, public health, environment, civil society, economic development, gender, ethnic minorities, human rights, and popular culture. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. Throughout the course, students analyze historical and current systems in modern China and develop a nuanced understanding of the multiple perspectives found throughout the country. In addition, program travels in China take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students.

GLOS320

Regional Seminar: Culture and Traditions in Modern India (4.0)

This course provides students with an in-depth introduction to the cultures and traditions in contemporary India. Students begin their study in this course through an overview of the country's cultural, social, and political background. Using lectures, readings, and

discussion, this course then surveys social issues and vulnerable populations in India such as the role of women, economic issues of the caste system, environment, public health, education, and spiritual traditions for Hindus, Muslims, and Buddhists. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. This course helps students deepen their understanding of the traditions, religious practices, history, and contemporary lifestyles of the people who call the cities and villages of modern-day India home. In addition, program travels in India take students to communities that are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students only.

GLOS330

Regional Seminar: Diversity in the Himalayas (4.0)

This course explores the myriad ethnicities and religious traditions that constitute Nepal and the surrounding region, which is one of the most ethnically diverse regions of the world. Students begin their study in this course through an overview of the country's cultural, social, and political background. Using lectures, readings, and discussion, this course surveys social issues and vulnerable populations in Nepal such as development issues, environment, public health, education, human rights, caste, and the status of women. Students also receive an extensive introduction to Hinduism and to Mahayana Buddhism, in particular to the Tibetan tradition. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in Nepal take students to communities that are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students only.

GLOS340

Regional Seminar: Tradition, Change, and Cultural Resilience (4.0)

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

HIND150

Introduction to Hindi (4.0)

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

HIND250

Hindi II (4.0)

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

HIND350

Hindi III (4.0)

This course is designed to develop advanced skills in the Hindi language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Hindi in a wide variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A

mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Hindi language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

ISP325

Independent Study Project: Methods and Application (4.0)

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

LAS340

Regional Seminar: Tradition, Change, and Cultural Resilience (4.0)

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

providing experiential opportunities for learning and growth. For Latin American Studies students only.

NPL150

Introduction to Nepali Language (4.0)

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

NPL250

Nepali II (4.0)

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

NPL350

Nepali III (4.0)

This course is designed to develop advanced skills in the Nepali language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop

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

SPAN150 **Spanish I (4.0)**

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

SPAN250 **Spanish II (4.0)**

This course introduces students to more challenging linguistic Spanish language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, and focusing on listening comprehension. This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of South American culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions

with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

SPAN350 **Spanish III (4.0)**

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