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. In special circumstances a student may choose unaffiliated programs, but limitations to financial aid and transferability of credit may apply.


Course Listings

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 and 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

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 ancient civilizations, with a focus on their present-day impact. South America’s colonial history is also examined, and the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. Present-day Andean culture is studied, analyzing the effects of a variety of political forces while looking at racial and social conflicts that Bolivia and Peru have experienced. A special focus is placed on resource extraction and modern themes of sustainable development, human rights, and global and social conflicts. Students are required to complete various writing assignments throughout the course and prepare a final research paper on a social issue of their choice.

Section B: China in Transition. This course provides students with a solid background in modern Chinese history, setting the stage for a grounded understanding of the myriad social issues that China faces today. Issues related to education, public health, the environment, civil society, economic development, law, gender, ethnic minorities, human rights, and popular culture are surveyed. Taught by instructors and guest lecturers, students engage local experts in discussion, including local professors, development workers, business professionals, health care practitioners, scholars, and artists. Special guests enhance formal classes by guiding students in lessons in various Chinese arts and pastimes, such as calligraphy, martial arts, ink painting, and culinary design. Each hands-on experience addresses the importance of these art forms in modern Chinese society. Lectures are supplemented with readings, films, and field trips to schools, health clinics, and local non-governmental organization (NGO) project sites. Students are
required to complete various writing assignments and prepare a final research paper on a social issue of their choice.

Section C: Diversity in the Himalayas. This course presents an overview of one of the most ethnically diverse regions of the world. Through selected readings, guest lectures, field trips, research method assignments, a village ethnography study, classroom discussions, and a service project, students explore the myriad ethnicities and religious traditions that constitute the region, and the development issues that they face. Social inequality is looked at from the perspective of the environment, public health, education, 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 made 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.

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 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 local 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 rationales 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.

**BEDN201**

**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 children’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 schools 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)**
Students 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.

**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.

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 leads 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 IIICS 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.

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.

BSOC102
Bhutanese Society and Culture (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.

BRES402
Research Methods in Practices & Field Projects (3.0)
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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.
Language proficiency is an essential aspect of the program, and Hindi for students with no previous knowledge of the language. This course is designed to provide a foundation in conversational Introduction to Hindi (4.0) HIND150

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.

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 principle 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.