

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Summer Seminars for School Teachers
Institution: Holy Cross College



NATIONAL
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HUMANITIES

DIVISION OF EDUCATION
PROGRAMS

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National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *Literatures, Religions, and Arts of the Himalayan Region*

Institution: College of the Holy Cross

Project Director: Todd Lewis

Grant Program: Summer Institutes for School Teachers

Literatures, Religions, and Arts of the Himalayan Region

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Literatures, Religions, and Arts of the Himalayan Region

3. Narrative Description

3.0. Preface

For over twenty years, the directors have participated in outreach programs to enhance the general public's understanding of Asia, most often in middle and high school teacher continuing education workshops across New England. When covering subjects such as the religions of Asia, the role of Buddhism and Hinduism in Asian history, or issues in contemporary Asia, we have found that teachers invariably continue to ask very specific questions about Tibet and also, more recently, about unrest in Kashmir, Afghanistan and Nepal. They report that student interest is high and their questions are many, a trend doubtlessly fueled by recent Hollywood movies, mountaineering disasters on Mount Everest, and the celebrity of the Dalai Lama. Both directors have seen that school teachers admit to being inadequately prepared to respond to student queries; teachers from a variety of fields have indicated a strong desire to learn more about the Himalayan region, both for their classroom presentations and based upon their own intellectual curiosity.

In 2001 when we first proposed this Institute and its treatment of the Himalayan region's cultures, religions, and peoples, we were aware that some might regard this subject as "too esoteric" for school teachers. We argued that it was not; our experience with the eight-five teachers who attended the "Cultures and Religions of the Himalayan Region" Institutes in 2002, 2004, and 2006 truly confirmed our assumptions. Over 560 hits on the Institute website recorded since we began metering web traffic since April 2006 also attest to the utility of our work in this region to educators nationwide.

Certain of student and teacher interest, we have again designed an Institute curriculum with some innovations to connect with major issues in Asian history and be of interest to teachers in a variety of disciplines; case studies from the Himalayas, as we and the teachers demonstrated, can be powerful in courses on world history, art, world religions, modern politics, geography, environmental studies, frontier regions in comparative perspective (to name a few). We have altered the title of our Institute to accurately reflect this shift in content that responds to teacher suggestions that we devote more time to the region's literatures, as English

translations from Tibetan and Nepali have blossomed in recent years. We are very excited to be able to bring for Institute colleagues several prominent authors who will lead discussions of their recent books.

Appendix 5.5 summarizes the Institute's relevancy by documenting how the subjects we cover meet a host of national and state curriculum standards.

3.0.1. Past Experience and Revisions in the Program

Our overwhelmingly positive experience with the 2002, 2004, and 2006 Institutes has drawn us to repeat the theme of these programs again, with the modification of additional attention to art and literature. From their evaluations and comments, we know that previous participants have had overwhelming positive experiences on the Holy Cross campus and in our courses of study. Likewise, the directors (and all who gave guest lectures for us) found the teaching meaningful, the teachers' questions energizing, their commitment to continued learning and classroom effectiveness especially inspiring. We likewise have reviewed the curriculum and lecturer list for 2008 based upon our experiences in the summer institute we co-directed in 2006.

Having learned how (and with whom) to negotiate the logistical details of summer residential life on the Holy Cross campus – lodging, meal plans, library, computer lab training, meeting and resource rooms, bursar office accounting systems, etc – we now know how to handle these matters efficiently and without anxiety. The effective education experiences we arranged in earlier programs will be largely repeated, again with some additions based upon teacher comments. These will include retaining the appreciated earlier curricular additions of women in the Himalayas, increasing the number of sessions devoted to Himalayan literatures in translation and art history, including having authors themselves come to discuss their work in person. To accommodate these additions, we will pare back coverage on the Silk Route and environmental issues.

3.1. Intellectual Rationale

The Himalayan region stretches from the foothills of world's tallest mountain range up to the Tibetan plateau, from eastern Afghanistan to upper Assam in northeast India. Far from being exotic and isolated, the societies and religions of the Himalayas have been especially important in Asian history: the mountains have

inspired the religious imagination of many peoples; the major Himalayan culture centers were pivotal in the development of Hinduism and Buddhism; Himalayan passes linked India to China on the southern branch of the silk route; and today international disputes between Pakistan, India, and China still have their flash-points in remote Himalayan terrain. Studying this region will allow teachers to understand the South Asian region, the connections between major centers of world civilization (India and China; the Mongol conquests), develop case studies of culture and religion found across the world (e.g. frontier communities, shamanism, trade and religion linkages), and reflect critically about how they and their students construct their historical imaginations about “exotic” peoples and cultures.

The Himalayan region has emerged in its own right as a focus of interest in popular American culture. Over the past decade, awareness of the Himalayan region has been thrust into the popular imagination: movies such as “Seven Years in Tibet,” “*Kundun*,” and “The Little Buddha” attracted millions of viewers; numerous entertainment stars from Hollywood and the rock music world have expressed their faith in Tibetan Buddhism; countless television shows have been shown featuring Westerners traversing the Himalayan routes to Mount Everest, exposing the acute ecological problems of the region, or highlighting the political crises that have tragically affected Kashmiris or Tibetans; Nepal has emerged as a region of concern in the global “war against terror,” perceived as potentially a “failed state” capable of harboring terrorists; and the Dalai Lama, the leader of the Tibetan government-in-exile, has become the world’s most famous Buddhist face, including his being featured in an ad for Apple Computers.

As students in colleges and secondary schools now bring unprecedented awareness and inquisitiveness about these subjects into the classroom, teachers who can draw upon genuine expertise concerning the region’s cultures and religions are ideally poised to turn superficial interest into more in-depth understanding. In many instances, this entails addressing distorted media stereotypes. For this reason, our Institute syllabus includes the critical examination of how Himalayan peoples, their religions, and cultures are presented in popular American media culture.

The 2008 Institute curriculum also has been designed to address the topics that have aroused the greatest interest in the West and reflects our learning experience with the extraordinary teachers we worked with in three

earlier programs. For teachers of world history, world geography, visual arts, or social sciences, our Institute will survey the Himalayan region's political and cultural history, connecting these to wider developments in India and China. The major religions Hinduism and Buddhism will be emphasized, as well as the Bön faith, shamanism, and the folk traditions that existed alongside the dominant religions. We are enhancing the coverage devoted to art, literature, and folklore, shaping them as always toward the need for teachers to apply their studies to the development of their own school curriculum. We have also added several new textbooks that reflect new and updated scholarship.

Beyond the expert presentations on the region, the directors plan museum field trips and workshop sessions designed to provide teachers with new and innovative tools with which they can teach their students effectively. We will also repeat a field trip to the new Rubin Museum of Tibetan Art in Manhattan, an new and extraordinary national resource that contains the world's largest collections of Tibetan painting and has a growing outreach program for school teachers. A visit to the Newark Museum of Art will also introduce participants to their lending library of over 8,000 objects that teachers can borrow and utilize for their classrooms.

The Institute's curriculum workshops will draw upon the Directors' previous experiences in continuing education programs, and will be enriched by leading curriculum experts. The most useful (and available) films concerning the region will be screened and critiqued; literature and teaching genres used by Himalayan peoples for the education of their own children and in schools will be presented and fully explicated; other resources (WWW sites; slide archives, etc.) will be identified, commented on, and disseminated according to the interests of the Institute participants. The Institute directors will be assisted in their workshop planning by a school workshop professional, and have framed their subject coverage in terms of national curriculum standards (See Appendix 5.5).

3.2. Content of the Project

3.2.1 Overview. In the proposed four weeks of the Institute, the curriculum will be presented chronologically, from antiquity to the present, with attention devoted to laying the necessary foundations in the region's geography

and ecology, the basic doctrines and practices of Buddhist and Hindu traditions, then the region's historical development and its connections with wider Asian history. Attention will then be devoted more extensively to the major religions, the region's literatures and arts, and end with sessions devoted to the ecological and political crises facing contemporary Himalayan peoples.

Most mornings will be devoted to expert presentations, allowing for ample periods of discussion; typical afternoons will be allotted for films, curriculum workshops, or field trips, with some afternoons reserved for reading, research, web page design, or personal consultation with the experts.

3.2.2. Teacher Implementation Plans. Teachers will be responsible for devising their own "Implementation Plans" by the end of the Institute. These projects will be each teacher's synthesis of what each professional has learned that is most useful for that individual's own classroom, merging new knowledge sets with newly-acquired classroom resources. We have already designed specific teaching workshops to this end, but still other individual discipline-specific possibilities are also imagined for open afternoons, in consultation with teachers and Institute faculty. The expanded list of curricular workshops are: "Maps on the Himalayan Region"; "Working with Orientalist Stereotypes of Hindus, Buddhists, Tibetans in the Classroom"; "Using the popular Indian film *Lagaan*"; "Using the film *Caravan* in the Classroom"; "The Himalayas on the Web"; "Curriculum Aids for Teaching about the Silk Route"; "The Use of the *Mandala* and Sacred Art in Teaching about Himalayan Religions"; "The Use of *Jataka* Stories in Teaching Elementary Buddhist Doctrines"; and "Using the video 'Ancient Futures: Learning from Ladakh' to teach about Modernity." The 2006 teachers found that these workshops effectively translated their learning into useful programs for classroom adaptation; the wealth of curriculum materials purchased for past institutes have been retained for use in 2008.

The outcome of teacher participation in the Institute is "Curriculum Implementation Plans," a formula that has been developed in recent years by staff at Clark University's Teacher's Center for Global Studies. Center Director Maureen Stephens will assist our Institute teachers in developing their own Implementation Plans, drawing on her experiences with New England teachers, and making available for teacher (and expert) review the extensive resource materials archived at the Center.

3.2.3 Web Training and the Creation of a National Resource Site. Included in the Institute curriculum are a series of workshops on elementary web page design supplemented as needed by trained college tutors assigned to work with each teacher. Each teacher's Curriculum Implementation Plan will be posted on the individual's 2006 Institute web site, giving other teachers working in similar fields across the country a rich menu of resources to learn from and utilize in their classrooms. To this end, after its completion we will again advertise the existence of the Institute web site in the important publication, *Education About Asia*.

We also intend to utilize, where appropriate, materials used by expert lecturers (handouts, slides, etc.) and publish them on the Institute web site for each presentation, expanding on this practice from 2006. For the academic year following the Institute, teachers will be able to post updates, revisions, and we will also ask participants to discuss how well they have been able to implement their plans, noting problems faced, and what students have liked, etc.

3.3 Project Faculty and Staff

Co-Directors

Co-director **Todd T. Lewis**, Professor of World Religions at Holy Cross College, is a specialist in Himalayan studies, one of the leading figures in the discipline. Beyond being a scholar who has published numerous studies on Buddhism in the Kathmandu Valley, he has visited nearly every Himalayan region in the course of over twenty years of research. Professor Lewis has taught college level courses matching the Institute curriculum and his book *The Himalayas: A Syllabus of the Region's History, Anthropology, and Religion* (co-authored with Theodore Riccardi, Jr. Ann Arbor: Asian Studies Association, 1995) provides an in-depth overview of the region and is a valuable resource for the Institute. Professor Lewis is the founding co-chair of the Tibetan and Himalayan Religions Group within the American Academy of Religion, the leading organization for scholars in this field. In addition to his scholarly and professional contributions to Himalayan studies in higher education, Professor Lewis also has extensive experience organizing and contributing to continuing-education programs for school teachers in the fields being covered by the proposed Institute: Buddhism, Hinduism, Cross-cultural

Understanding, the Silk Route, etc. For them, he has developed an effective set of presentations integrating curricular handouts, slide presentations, and films suitable for the school classroom and that conform to the State of Massachusetts' Curriculum Standards. In the last year, he has participated in over twenty programs for regional teachers through Clark University's Teachers Center for Global Studies and Cambridge's Primary Point.

Co-Director Leonard van der Kuijp was appointed Professor of Tibetan and Himalayan Studies at Harvard University in 1995, where he is also chairman of the Sanskrit and Indian Studies Department. Fluent in classical and modern Tibetan, Nepali, and spoken Chinese, since 1980 he has worked for five years in Nepal and has traveled extensively in Central Tibet and China. Professor van der Kuijp served as Associate Editor of the *Himalayan Research Bulletin* from 1989-1993 and has taught numerous courses covering aspects of Tibetan civilization and Buddhism. His main areas of specialization are Indo-Tibetan intellectual history, Buddhist thought, and Sino-Tibetan relations and he is recognized as one of the world's leading authorities in these fields. Having participated in many public programs concerned with the history of Tibet past and present, he shares with Professor Lewis an enjoyment in teaching in continuing education programs.

Workshop Curriculum Consultant

Maureen Stephens is the Director of the Teachers Center for Global Studies at Clark University. Since 1990, she has developed and administered hundreds of professional development programs for K-12 teachers. Recent programs offered by the Center include a 60 hour seminar on World Religions, a 60 hour seminar on the History of East Asia, and a 21 hour seminar which explored ways to teach about International Development issues. She serves on the Board of the Central Massachusetts Council of the Social Studies, the Global Education Advisory Council of the Massachusetts Board of Education, and the Massachusetts Geographic Alliance. Stephens holds a Masters in International Development and Social Change from Clark University.

Maureen will assist the teachers in designing their Teacher Implementation Plans through curriculum workshops, establish the wealth of information and links

needed for the Institute web site. Examples of classroom materials from the Teachers Center for Global Studies will be shared at the Workshops (e.g. Hinduism; Buddhism; Silk Route; Art Materials); where needed, Ms. Stephens will also help identify new materials.

Visiting Lecturers.

Naresh Man Bajracarya is a distinguished Newari Buddhist priest who commands the vast ritual repertoire and meditative practices of his native tradition. He is also the first Newar Buddhist to leave Nepal and gain a Ph.D. in Buddhist Studies (University of Delhi). In 2000, Bajracarya was named director of the Buddhist Studies Program at Tribhuvan University in Nepal, where he also performs traditional rites for a broad circle of Buddhist householders.

Dina Bangdel, Assistant Professor of Asian Art at Virginia Commonwealth University, is ranked among the finest art historians in the world focusing on the Himalayan region. Having done research on Newar Buddhist and Hindu art in the Kathmandu Valley since 1988, she has curated major exhibitions of these traditions. The most notable, “Circle of Bliss,” she co-curated at the Los Angeles County Museum of Art in 2003-4. Her presentations to the 2006 Institute were among the most highly rated based upon her clear articulation of topics and an extraordinary selection of images.

Gerald Berreman, Professor of Anthropology at the University of California-Berkeley, is one of the pioneering figures in Himalayan anthropology. In addition to his ground-breaking book, *Hindus of the Himalayas*, he has also studied the environmental problems facing the peoples of the Indian Himalayas and the resistance movements that have responded to the dams and deforestation projects of the region. Professor Berreman has contributed to many teacher workshops and public education programs on the Himalayas in the Bay area.

Naomi Bishop has studied a Sherpa village in Helambu for over 25 years. A noted anthropologist who is widely published in her field, she has also documented the traditions and modern changes that have affected this region, both in print and in exceptional documentary films. Her studies of migrants from Helambu have spanned the Indian subcontinent and recently extended to Queens, New York. Her critically acclaimed film will be shown in the Institute, and her accompanying monograph will be read by participants.

Peter Burleigh, now retired from the State Department, is one of his generation's most distinguished diplomats, having ended his career as Acting UN Representative and being awarded the Distinguished Service Medal by President Clinton. Burleigh in fact has continued to keep his ties to the Himalayan region, briefing ambassadors and visiting Nepal on special assignments. Teachers will benefit from his current knowledge and his perspective as a shaper of government foreign policy.

Ainslie Embree, Professor Emeritus at Columbia University, is among the most eminent historians of India. He has published over twenty books on Hinduism and numerous themes in modern Indian history. Prof. Embree has also served the US State Department as an area expert and as Cultural Attaché at the American Embassy in New Delhi. In retirement, he has continued to travel frequently to India, and write about the rise of Hindu nationalism and recent developments in religious communalism in South Asia.

Lauran Hartley is currently a part-time lecturer in modern Tibetan literature at Columbia University. Having earned a Ph.D. in Tibetan and East Asian Studies from Indiana University, Bloomington, she is among the very few scholars to work in the area of modern Tibetan literature. Aware of this extensive and growing corpus originating from the resident and exile communities, she has completed many translations of this literature. Many have been published in a wide variety of journals and literary magazines. Literature teachers and others will find an exciting range of subject matters and genres to introduce into their classes.

Sarah Levine has conducted extensive research on the revival of the Buddhist nun's order in south Asia, as well as tracking the lives of young women from Nepal who have joined the modernist Theravada Buddhist monastic community. Her discussion of Buddhism as lived experience today, especially for women drawn to seek religious vocation and education, powerfully conveys the nature of this monastic tradition, yesterday and today.

Paula Newburg, one of the leading authorities on the modern political developments in South Asia, will add her historical expertise to help participants understand recent developments in Kashmir, Pakistan, and Afghanistan. Her overview of this history, as well as her descriptions of the role of the United States in the region and her in-country experiences in these nations, were very well received by the teachers in every earlier Institute.

Charles Ramble, Lecturer in Tibetan Buddhism at Oxford University, since 1980 has studied the peoples of the southern Tibetan frontier, most recently those in the Mustang Valley of north central Nepal. Dr. Ramble in his

publications and teaching has addressed issues concerning religious doctrines, ritual practices, and the patterns of political rule manifested in the communities spanning the periphery of Tibet.

Anne de Sales, a researcher in France's prestigious Centre National de la Recherche Scientifique, is one of but a few western scholars to have studied the Kham Magars, a Tibeto-Burman language-speaking ethnic group who occupy the mid-montane region of west central Nepal. Not following either Hinduism or Buddhism, Magar religious life is oriented around shamans who contact the gods via trance and lead the souls of the dead to the next world. Dr. de Sales is a leading authority on shamanism and through her rich ethnographic experience will make compelling connections with the global spiritual phenomenon of shamanism for Institute participants.

Kurtis Schaeffer scholarly interests are focused on Tibetan cultural history, the transmission of manuscripts, and the role of women in Tibetan Buddhism. He is now Associate Professor at the University of Virginia and the author of many articles and several books. He will share his insights on Tibetan literature and on the status of women in the region based upon his landmark case study on the life and times of a remarkable female Tibetan ascetic.

Mathew Schmalz, Edward Bennett Williams Professor at Holy Cross, is an authority on religion and society in modern India. Having lived for many years in northern India and fluent in several modern languages, Schmalz has wide-ranging experience in modern South Asian cinema. In this Institute, he will repeat his very remarkable workshop that in 2002 aided teachers in using modern popular films to teach about India and Hinduism.

David Smith, Professor of Wildlife Biology at the University of Minnesota, is one of the world's leading experts on the tiger. Having worked in the jungles of Nepal for over 25 years, he has also studied the interaction between people and national parks, including the "community forestry" movements that have sought to find viable compromises between human needs and the survival of endangered species. One of the most popular expedition scientist leaders for EarthWatch, Dr. Smith is very experienced in connecting with lay audiences.

Manjushree Thapa is modern Nepal's leading woman novelist and an important public intellectual. Her book *The Tutor of History* (Penguin, 2001) has won international acclaim for its portrayal of individual lives caught in the Maoist unrest that swept over rural Nepal since 1993. The subsequent *Forget Kathmandu* chronicles

Nepal's political chaos after the royal assassination of 2001 and has been recognized as one of the most important books on contemporary South Asia. A resident in her native city Kathmandu, she is active in the capital of Nepal's literary life, writing a regular column in *The Kathmandu Post* and publishing short stories in Nepali and English. She has also lectured widely in America and Europe.

Yudru Tsomo is a Ph.D. candidate at Harvard University. She was born in Kham, eastern Tibet, and worked as an English interpreter in Beijing for many years. Her areas of expertise are Tibetan history with a particular focus on the various roles women have played in key historical events.

Nirmal Tuladhar is Professor of Linguistics and Executive Director of Kathmandu's Center for Nepalese and Asian Studies. He has conducted research on the Tibeto-Burman languages of the central Himalayan region and has been a leading scholar at Tribhuvan University, editing for over twenty years the leading journal, *Contributions to Nepalese Studies*. Also an expert in Nepali kite-flying, Professor Tuladhar has represented Nepal in international events devoted to this art and will share his skill in this capacity with Institute participants.

Samrat Upadhyay is a novelist born in Nepal who has written two best selling novels in English. Drawing upon his upbringing in Kathmandu, his writings vividly convey the modern urban life in a developing country like Nepal. Professor Upadhyay has for over a decade taught creative writing in the United States, and teaches courses on South Asian literature. His op-ed articles on Nepal are often published by leading newspapers, the *New York Times*.

Michael Witzel, Wales Professor of Sanskrit at Harvard University, is an expert on Vedic Hinduism as well as the early histories of the great Himalayan Valleys of Kashmir and Nepal. A textual scholar, Professor Witzel has drawn upon extensive research in the Himalayas to shed light on the cultural history of early India. He has taught and published in these areas, having lived and traveled in both the Nepal and Indian Himalayas.

Keiko Yamanaka, Professor of Ethnic Studies at the University of California Berkeley, is the leading authority of the migration of Nepalis in the modern global economy. She has done fieldwork on the Nepali factory workers in Japan, and studied the life histories of many migrants who have moved between Japan and returned

to Nepal. Her presentation, with that of Naomi Bishop, provides case studies of how globalization is affecting the Himalayan peoples.

Choice of Institute Participants

Individuals from a variety of disciplinary backgrounds will find the Institute curriculum compelling. The primary groups should be those teaching in the fields of world history, world geography, religion, Asian Studies, and the social sciences. Anyone who teaches about India and China will extend their knowledge to the cultural frontiers of the modern nation states. Ideally, anyone attending should have some prior knowledge of Asian history and cultures.

The directors will form a **Selection Committee** to review applications.

3.4 Institutional Context

The Institute Project will be supported and sponsored by the College of the Holy Cross in Worcester, Massachusetts. The College of the Holy Cross is a highly selective, coeducational, undergraduate, liberal arts college founded in 1843 by the Society of Jesus (Jesuits) in Worcester, Massachusetts. The oldest Catholic college in New England, Holy Cross has placed among the top national liberal arts colleges by *U.S. News & World Report*. It is ranked among the top 4% of 925 private four-year colleges in the number of its students subsequently earning doctorates. Holy Cross is highly respected for its superior undergraduate academic programs, excellent faculty, the intelligence and achievements of its students, and the quality of its intellectual resources, especially its library. The College offers majors in eighteen fields: biology, chemistry, classics, economics, economics-accounting, English, history, mathematics, modern languages and literatures, music, philosophy, physics, political science, psychology, religious studies, sociology, sociology/anthropology, theatre and visual arts. There is a thriving teacher certification program. Both the first year program for incoming students and a vigorous curriculum of interdisciplinary studies, including Asian Studies, have fostered integrated and multicultural learning as an essential feature of a liberal education.

The College has made great strides in furthering the use of information technology in the classroom. Holy Cross was noted in *Wired Magazine* and *Yahoo Internet Life* as one of the most technologically advanced and integrated campuses and CAUSE, the leading association for information technology professionals, awarded the College an *Excellence in Campus Networking Award*. The College has installed 110 miles of Category 5 twisted-pair wiring within and fiber optic cable between buildings; installed 4,200 network connection ports serving all 28 buildings and networking all faculty offices and all residence hall rooms (now including over 2,500 computers). Just opened in Dinand Library is the Scalia Electronic Classroom, a state of the art facility to be used throughout the Institute. All dormitory rooms where the teachers will be housed are fully wired with ports for computers. There are WWW connections in classrooms and AV/Film viewing facilities, including a special video viewing theater in Hogan Campus Center where the institute will take place.

Total volumes in the Holy Cross Libraries are more than 588,000, with 1,660 periodical subscriptions. Professor Lewis has added over 1,100 volumes on Tibet and Himalayas since 1990; the collection is excellent, numbering over 2,600 volumes on the Institute theme; the Hinduism and Buddhism collection is over 7,000 volumes, including leading journals. The Academic and Research Collaborative (ARC) through the Colleges of Worcester Consortium, provides off-campus access to more than 3,800,000 volumes and more than 23,000 serial subscriptions. The Library's Internet connection is a gateway to hundreds of research libraries and databases around the world. We will offer full Internet access to the teachers from 24 PCs throughout the building as well as ILL service from the other Consortium libraries and other libraries. Library cards will be provided for the teachers. On the library web site there are links to 200 electronic databases and access to an additional 12,000 electronic journals. The Academic and Research Collaborative (ARC) is a coalition of academic, public, and special libraries working together to facilitate the sharing of resources and services for the benefit of their collective users. The ARC libraries serve an enrolled student body of approximately 26,000 as well as a total approximate population of 771,000 in the greater Worcester area. Member Libraries include: American Antiquarian Society, Anna Maria College, Assumption College, Atlantic Union College, Becker College, Clark University, College of the Holy Cross, Fitchburg State College, Nichols College, Quinsigamond

Community College, University of Massachusetts, Worcester, Worcester Art Museum, Worcester Polytechnic Institute (WPI), Worcester Public Library, and Worcester State College.

The ASC (Asian Studies Concentration) is one component of our vibrant, long-standing commitment to International Studies (which also includes African Studies, Latin American Studies, Middle Eastern Studies, and Russian and Eastern European Studies). ASC, with particular strengths in Southeast Asia and East Asia, is explicitly interdisciplinary, draws 16 faculty from ten academic departments and is centered on the following countries: Bangladesh, China, India, Indonesia, Japan, Nepal, Tibet, Pakistan, Thailand and Vietnam. Through 70 course offerings, ASC affords students the opportunity to explore Asian cultures under the careful guidance of Asia specialists in the areas of anthropology, economics, history, language and literature, music, philosophy, religion and theatre. The program provides students (who can choose to major or minor in Asian Studies) a rigorous, broad-based liberal arts foundation for later work in cross-cultural and linguistic research, diplomacy and international law, international business and journalism, economics, development aid, medicine, religion, or the arts. Interdisciplinary faculty collaboration on Asia-related teaching, research and performance is a hallmark of the program. In keeping with the College's goal to diversify its student body, faculty and course offerings, the Departments of Music and Theatre have sought ways of integrating world music and theatre in their respective curricula. In addition to the holdings in Dinand Library, Asian Studies curricula are supported via the music scores, books, LPs, CDs, videotapes and laser discs located in the Fenwick Music Library. The Music Library is equipped with all the necessary playback equipment, including compact discs players, VCRs, and a laser disc player. Non-western music and theatrical genres are integral components of the collection.

The College again looks forward to being the site of this fourth institute. In addition to supporting numerous workshops and programs for Worcester area K-12 teachers in which Holy Cross faculty/facilities were involved, the College has over seven years of experience in hosting successful NEH summer institutes for school teachers. Faculty and staff in the library, conference services, the grants office, etc., are all prepared to make sure that both curricular and co-curricular aspects of the institute run smoothly. In addition to the 2002, 2004, and 2006 Himalayan Institutes, NEH supported three institutes at the College in 1988, 1990, and 1992 on "Polis and Res Publica: Classical Political Theory and the American Constitution." Holy Cross facilities

available to participants include all libraries, the services of Hogan Campus Center, athletic facilities, campus security, and so forth.

Housing, with the rooms made up upon arrival and linens changed every three days, is as follows: Senior Apartments with kitchen areas and a panoramic view of downtown Worcester will be reserved for NEH teachers. Rooms with private baths is \$46 per person / per night. All prices are current estimates and may change by summer 2008.

Kimball Hall and Hogan Campus Center serve upscale cafeteria foods in a wide price range, offering a choice from salads and sandwiches, to a variety of daily hot meal selections. Basic food items are also available at the campus lobby store and coffee shop. There is a large new supermarket/pharmacy center close to the campus for participants' needs.

Worcester is located in the center of Massachusetts and is the third largest city in New England. In addition to numerous summer activities in the city, there is public transportation available to Boston, Providence, and New York City.

3.5. Dissemination and Evaluation

The Institute will be fully represented by a detailed web site maintained at Holy Cross. The site for the 2008 Institute will be added to the WWW soon after the proposal is accepted, providing detailed information on the Institute for potential participants. This information will include a full outline of the curriculum, recommended readings, information on the directors and lecturers, as well as information on Holy Cross and the Worcester area.

During the Institute, we will add a new maps, time lines, historical photographs, as well as links to web sites that provide reliable sources of information on the Himalayan region. We will also update a listing of useful educational videos on the Himalayan region.

Teacher Participants will be required to post their Teacher Implementation Plans at the end of the workshop, and the college will continue to dedicate technical staff time to assist the teachers in updating them with their actual classroom experiences the following spring. The web site will be kept up indefinitely so that it would serve as a resource for the teachers in the years ahead. It will be publicized in two journals as well: the *Himalayan Research Bulletin* and *Education about Asia* published by the Asian Studies Association.

Holy Cross College is committed to long-term curricular developments using the internet. Faculty benefit from a Hewlett-Mellon Foundation Grant that supports faculty web initiatives and Professor Lewis has been trained in composing web pages. (Follow links through him under the Religious Studies Department at WWW.holycross.edu to see his own course-related sites.) As in 2006, Holy Cross educational technology staff will also employ two creative and qualified Holy Cross students to assist the teachers individually in this work. Recent rankings of college campuses nationwide have placed Holy Cross among the “most wired” campuses, and this Institute will benefit from excellent hardware and established support staff.

3.6. Plan for the Institute

N.E.H. Institute: Cultures and Religions of the Himalayan Region Schedule of Lectures, Workshops, and Readings

Directors:

Todd Lewis
Leonard van der Kuipj

Curriculum Consultant:

Maureen Stephens



Institute Schedule:

9:00-12:00	Morning Session
12-1:00	Lunch Break
1:00-4:00:	Afternoon Session
4:30--9:00	Web Page Consultations
6:30-9:00	Evening Sessions

All Sessions in Suite A, fourth floor of the Hogan Campus Center, unless otherwise noted

Institute Books:

- Naomi H. Bishop, *Himalayan Herders*. (NY: Harcourt Brace, 1998).
Robert E. Fisher, *The Art of Tibet* (London: Thames and Hudson, 1997).
Jonathan Garfunkel, *Approaching Tibetan Studies: A Resource Handbook for Educators* (Global Source Education, 1995).
Melvyn Goldstein, *The Snow Lion and the Dragon* (Berkeley: Univ. of California Press, 1997).
Melvyn Goldstein, et al. *The Struggle for Modern Tibet: The Autobiography of Tashi Tsering* (Armonk, N.Y.: M.E. Sharpe, 1997).
Matthew T. Kapstein, *The Tibetans*. (Malden, Massachusetts: Blackwell, 2006)
Todd T. Lewis and Theodore Riccardi, Jr. *The Himalayas: A Syllabus of the Region's History, Anthropology, and Religion* (Ann Arbor: Asian Studies Association, 1995).
Todd T. Lewis, *Popular Buddhist Texts from Nepal: Narratives and Rituals of Newar Buddhism* (Albany: State University of New York Press, 2000).
Todd Lewis and and Subarna Man Tuladhar, trans. *Sugata Saurabha: An Epic Poem from Nepal on the Life of the Buddha by Chittadhar Hridaya*. (New York: Oxford University Press, forthcoming in 2007)
Patrul Rimpoche, *Words of My Perfect Teacher*. (Walnut Creek: Altamira Press, 1998).
Kurtis Schaeffer, *Himalayan Hermitess: The Life of a Tibetan Buddhist Nun*. (NY: Oxford University Press, 2004)
Manjushree Thapa, *The Tutor of History*. London: Penguin, 2001
Samrat Upadhyay, *Arresting God in Kathmandu*. New York: Houghton Mifflin, 2001
David Zurick and P.P. Karan, *Himalaya: Life on the Edge of the World* (Baltimore: Johns Hopkins Univ. Press, 2000).

Institute Reader

WEEK 1 of the Institute, July 6th-12th

Sunday 6 th	Afternoon check-in for participants
Monday 7 th	<p><u>Morning Program:</u> _____ Profs. Lewis and van der Kuijp</p> <p>Practical Orientation and Overview of the Curriculum Orientalism and the Study of Asia, Asian Religions, and the Himalayas Geology and the Physical Geography of the Regions; Frontier Zone Theory</p> <p><u>Required Readings:</u> Zurick and Karan, <i>Himalaya: Life on the Edge of the World</i>, 3-20. Lewis and Riccardi, <i>The Himalayas: A Syllabus ...</i>, 5-40, Part II <input type="checkbox"/> Peter Molnar and Paul Tapponnier, "The Collision between India and Eurasia," <i>Scientific American</i>, Volume 236 (4), 1977, 30-41.</p> <p><u>Further Reading:</u> Martin Brauen, <i>Dreamworld Tibet: Western Illusions</i> (Trumbull, Ct.: Weatherhill, 2004). Peter Bishop, <i>The Myth of Shangri-La</i> (Berkeley: Univ. of California Press, 1989)</p> <p><u>Afternoon Program:</u> _____ Expert Presentation, Profs. Lewis and van der Kuijp</p> <p>Central Place and Trade Theory; Major Culture Regions: Kashmir, Nepal, Tibet</p> <p><u>Required Readings:</u> <i>Himalaya: Life on the Edge of the World</i>, 2-60 Lewis and Riccardi, <i>The Himalayas: A Syllabus ...</i>, Part III</p>
Evening 5-7 PM	<p>Welcoming New England Clambake Dinner and Nepali Kite Flying Hosted by Holy Cross President and Dean, North Side of Hogan Center</p>
Tuesday 8 th	<p><u>Morning Program:</u> _____ Expert Presentation, Prof. Nirmal Tuladhar</p> <p>Languages and Writing Systems of the Himalayan Region TEA Making workshop: Nepali Milk Tea and Tibetan Butter Tea</p> <p><u>Required Readings:</u> Lewis and Riccardi, <i>The Himalayas: A Syllabus ...</i>, Part III <input type="checkbox"/> Gerald Berreman, "Cultures and Peoples of the Himalayas," <i>Asian Survey</i> 1963: 289-30"</p> <p><u>Afternoon Program</u> Curriculum Workshop with Maureen Stephens: "Teacher Implementation Plans for this Institute"; "Geography of the Himalayan Region"</p>
Wednesday 9 th	<p><u>Morning Program:</u> Expert Presentation, Profs. Lewis and van der Kuijp</p> <p>Hinduism: Overview of Core Doctrines and Practices, esp. those in the region</p> <p><u>Required Reading:</u> Lewis and Riccardi, <i>The Himalayas: A Syllabus...</i>, 41-43</p> <p><u>Further Readings:</u> Diana Eck, <i>Darshan: Seeing the Divine in India</i>, 2nd ed.</p> <p><u>Afternoon Program:</u> Films on Hinduism with Discussion "Timeless Village of the Himalayas: A Pilgrimage to Deoprayag, India" "Wages of Action"</p>
Thursday 10 th	<p><u>Morning:</u> Expert Presentation, Profs. Lewis and van der Kuijp</p> <p>Buddhism: Overview of the Buddha's Life, Basic Doctrines, and Practices</p> <p><u>Required Readings:</u></p>

Patrul Rimpoche, *Words of My Perfect Teacher*, 1-132.
T. Lewis, "Buddhism," from *World Religions Today*, 2nd ed. (NY: Oxford University Press, 2005).

Afternoon Program: Expert Presentation, Profs. Lewis and van der Kuijp

Mahayana Buddhism; The Himalayas in the Buddhist Imagination

Required Readings:

Lewis and Riccardi, *The Himalayas: A Syllabus...*, 44-46

□ Edward Conze, "Buddhism, the Mahayana" in R.C. Zaehner, ed. *The Concise Encyclopedia of Living Faiths* (New York: Hawthorne Books, 1964).

Further Readings:

David Snellgrove, *Indo-Tibetan Buddhism* (Boston: Shambhala, 1987), Pts I/2.

6:30-10:30 PM Program: Film and Discussion with Prof. Mat Schmalz, Holy Cross

Indian Feature Film: "Lagaan"

Friday
11th

Morning: Expert Presentation and Curriculum Workshop, Prof. Lewis

Buddhist Literature: Traditional Biographies of the Buddha and Story Narratives

Required Readings:

Todd Lewis and Subarna Man Tuladhar, trans. *Sugata Saurabha: An Epic Poem from Nepal on the Life of the Buddha by Chittadhar Hridaya*. (New York: Oxford University Press, forthcoming in 2007)

□ Readings from the *Jatakas*, in *Translations from Nepal and Tibet*

Afternoon Program: Expert Instruction, Holy Cross Computer Training Lab Staff

Plenary Web Page Creation and Design Workshop

Saturday
12th

Morning Program: Profs. Lewis and Dr. Louise Virgin, Curator of Asian Art

Workshop: Using Art to Teach Religion at the Asia galleries, Worcester Art Museum

WEEK 2 of the Institute, July 14th-18th

Monday
14th

Morning: Expert Presentation, Prof. Michael Witzel, Harvard University

Ancient Kashmir and Nepal: History of the Himalayan Culture Centers up to 1200 CE

Required Readings:

Lewis and Riccardi, *The Himalayas: A Syllabus...*, 49-92

□ excerpts from the *Rajatarangini* of Kalhana" and the *Gopalarajavamshavali*

Afternoon Program: Expert Presentation, Prof. van der Kuijp

Ancient Tibet: Cultural and Political History up to 1100 CE; Bön

Required Readings:

Matthew Kapstein, *The Tibetans*, 27-83

Tuesday
15th

Morning Program, Expert Presentation, Prof. van der Kuijp

Medieval Tibet: History up to 1600 CE; Bön Tradition

Required Reading:

Matthew Kapstein, *The Tibetans*, 84-139

Further Readings:

David Snellgrove and Hugh Richardson, *A Cultural History of Tibet* (Boulder: Prajna Press, 1980), 1-110.

Afternoon Program: Prof. Lewis and van der Kuijp
Kashmir and Nepal up to the Modern Era; State Formation in the Himalayas, the Creation of the Gorkhali State, Sikkim, Bhutan

Required Readings:

Lewis and Riccardi, *The Himalayas: A Syllabus...*, 109-116; 159-209
Zurick and Karan, *Himalaya: Life on the Edge of the World*, 61-126.

Further Readings:

John Whelpton, *A History of Nepal*. Cambridge: Cambridge University Press, 2005.

Wednesday
16th

Morning Program, Expert Presentation Kurtis Schaeffer, University of Virginia
Literatures of Medieval Tibet: Namthars and Other Texts

Required Reading:

Kurtis Schaeffer, *Himalayan Hermitess: The Life of a Tibetan Buddhist Nun*. (NY: Oxford University Press, 2004)

Matthew Kapstein, *The Tibetans*, 175-198; 205-268

Further Reading:

Jose Cabezón, *Tibetan Literature Studies in Genre*. (Ithaca: Snow Lion, 1995)

Afternoon Program: Curriculum Workshop with Maureen Stephens:
“Curriculum and Resources for Teaching about the Silk Route”

Thursday
17th

Morning: Expert Presentation, Prof. van der Kuijp
The History of Tibet through the Early Modern Period

Required Readings:

Melvyn Goldstein, *The Snow Lion and the Dragon* (Berkeley: Univ. of California Press, 1997)

Melvyn Goldstein, et al. *The Struggle for Modern Tibet: The Autobiography of Tashi Tsering* (Armonk, N.Y.: M.E. Sharpe, 1997).

Matthew Kapstein, *The Tibetans*, 155-174; 269-300

Further Readings:

Melvyn Goldstein, *A History of Modern Tibet, 1913-1951: The Demise of the Lamaist State*. (Berkeley: University of California Press, 1989.)

Friday
18th

Morning: Expert Presentation, Prof. Dina Bangdel, Virginia Commonwealth University
Art and Architecture of the Himalayan Region: Kashmir; Kulu; Nepal; Tibet

Required Readings:

Robert E. Fisher, *The Art of Tibet* (London: Thames and Hudson, 1997).

David and Janice Jackson, *Tibetan Thangka Painting: Methods and Materials*. 2nd ed. (Ithaca: Snow Lion Press, 1988).

Further Readings:

Marilyn M. Rhie and Robert Thurman, *Wisdom and Compassion: The Sacred Art of Tibet* (New York: Harry Abrams, 1996).

Mary Slusser, *Nepal Mandala* (Princeton University Press, 1982).

Robert Beer, *Encyclopedia of Tibetan Symbols & Motifs* (Boston: Shambhala, 1999).

Afternoon Program: Curriculum Workshop with Maureen Stephens:
“Curriculum and Resources for Teaching Himalayan Art”

Evening Program: in Stein Hall, Room 102

An evening of Himalayan Music with Cellist Tien Ning and

Feature film: "Himalaya" followed by discussion

WEEK 3 of the Institute, July 21st--July 25th

Monday
21st

Excursion to the Newark Museum and the Rubin Museum for Tibetan Art
Museum Program hosted by Curators and Educators of the Museums
Departure from the College at 6:45 AM; return by 9 PM

Tuesday
22nd

Morning Program: Expert Presentation, Prof. Lewis
Buddhism and Hinduism in the Kathmandu Valley

Required Readings:

Todd T. Lewis, *Popular Buddhist Texts from Nepal: Narratives and Rituals of Newar Buddhism* (Albany: State University of New York Press, 2000)

Afternoon Program: Expert Presentation, Naresh Bajracarya, Tribhuvan University, Nepal
Mahayana Ritualism and the Mandala

Required Reading:

☐ Naresh Bajracarya, "The *Guru-mandala-Arcana*"

6-8 PM: Evening Program with Prof. Lewis and Prof. Bajracarya:

Workshop on Making Nepalese Foods
A Newar feast and Prof. Lewis' Films on Kathmandu Valley Religion

Wednesday
23rd

Morning: Expert Presentation, Dr. Anne de Sales, Centre National de la Recherché Scientifique
Shamanism in the Himalayas and the Maoist Insurgency

Required Readings:

☐ Anne de Sales, The Kham Magar Country, Nepal: Between Ethnic Claims and Maoism," *European Bulletin of Himalayan Research* 19, 41-71

Further Readings:

John Hitchcock, John and Jones, Rex eds. *Spirit Possession in the Nepal Himalayas* (New Delhi: Vikas, 1976).

Afternoon Program: Expert Presentation, Prof. Charles Ramble, Oxford University
Practices of Tibetan Buddhism; Traditions of the Tibetan Frontier Peoples

Required Readings:

☐ Lawrence Epstein and David Lichter, "Irony in Tibetan Notions of the Good Life," in *Karma: An Anthropological Inquiry*, ed. Charles F. Keyes and E. Valentine Daniels. (Berkeley: University of California Press, 1983), 223-259.

Further Readings:

Stan Royal Mumford. *Himalayan Dialogue: Tibetan Lamas and Gurung Shamans in Nepal* (Madison: Univ. of Wisconsin Press, 1989).

David Holmberg, *Order in Paradox: Myth, Ritual, and Exchange among Nepal's Tamang* (Ithaca: Cornell University Press, 1989).

Thursday
July 25th

Morning Program: Expert Presentation, Dr. Sarah LeVine, Harvard University
Women in the Himalayas: Theravada Householders & Nuns

Required Reading:

☐ Excerpt from Sarah Levine and David Gellner, *Rebuilding Buddhism: The Theravada Movement in Twentieth-Century Nepal*. (Cambridge: Harvard University Press, 2005.)

☐ Nancy Falk, "The Case of the Vanishing Nuns"

Afternoon Program: Expert Presentation, Dr. Yudru Tsomo, Harvard University
Tradition and Modern Women of Tibet

Required Reading:

☐ Tsering Chotsho, "A Drop from an Ocean: The Status of Women in Tibetan Society"
and Migyur Madrong, "A Discussion on Some Great Women in Tibetan History"
Matthew Kapstein, *The Tibetans*, 175-204

Further Reading:

Rex and Shirley Jones, *The Himalayan Woman*

Friday
26th

Morning Program: Expert Presentation, Prof. Samrat Upadhyay, Indiana University
Nepali Literature: Its Emergence in the Modern Era

Required Reading:

☐ Excerpts from Michael Hutt, *Himalayan Voices*. Berkeley: Univ. of California Press, 1991.
Samrat Upadhyay, *Arresting God in Kathmandu*. New York: Houghton Mifflin, 2001

Afternoon Program: Expert Presentation: Manjushree Thapa, Kathmandu
Nepali Literature: Recent Trends in a Time of Political Unrest

Required Reading:

Manjushree Thapa, *The Tutor of History*. London: Penguin, 2001

WEEK 4 of the Institute, July 28th–August 1st

Monday
July 28th

Morning Program: Expert Presentation, Naomi Bishop, University of California
Cultural Traditions in the Tibeto-Burman Region, Video: "Himalayan Herders"

Required Readings:

Naomi H. Bishop, *Himalayan Herders*. (NY: Harcourt Brace, 1998)

Afternoon Program: Expert Presentation, Lauren Hartley, Trace Foundation
Modern Tibetan Literature in Translation

Required Readings:

☐ Laurant Hartley, "Themes of Tradition and Change in Modern Tibetan Literature," *Lungta*
12 (Summer 1999): 29-44.

☐ Selections from *Song of the Snow Lion*

☐ Steven Venturo, "Where is Tibet in World Literature" *World Literature Today*

Further Reading

Bhum, Pema. *Six Stars with a Crooked Neck: Tibetan Memoirs of the Cultural
Revolution*. Dharamsala: Tibet Times, 2001.

Tailing, W. *The Secret Tale of Tesur House*. Beijing: China Tibetology Publishing House, 1998.

Norbu, Jamyang. *Sherlock Homes: The Missing Years*. New York: Bloomsbury, 1999.

Alai. *Red Poppies*. Boston: Houghton Mifflin, 2002. (Chinese original)

"Tibet Writes" at <http://www.tibetwrites.org/> (Website with various authors.)

Tuesday
July 29th

Morning: Expert Presentation Paula Newburg United Nations Foundation
Recent Political Developments in the NW Himalayas: Pakistan and Afghanistan

Required Readings:

☐ Paula Newburg, *Double Betrayal: Human Rights and Insurgency in Kashmir*

Afternoon Program: Expert Presentation, Peter Burleigh, University of Miami
Nepal in Transition

Required Readings: *Both are available at: www.icg.org*
“Nepal: from People Power to Peace?” (Asia Report # 115, 10 May 2006)
“Nepal's Maoists: Their Aims, Structure and Strategy” (Asia Report # 04, 27 October 2005).

Wednesday
July 30th

Morning: Expert Presentation _____ Prof. David Smith, University of Minnesota

Contemporary Human Ecology: Tigers and Humans

Required Readings:

Zurick and Karan, *Himalaya: Life on the Edge of the World*, 127-202

Further Readings:

Eric Eckholm. *Losing Ground: Environmental Stress and World Food Problems* (New York: Norton, 1976).

Afternoon Program I: Expert Presentation, Prof. Gerald Berreman, Univ. of California-Berkeley

Community, Environment and Social Action in the Himalayas

Required Readings:

Zurick and Karan, *Himalaya: Life on the Edge of the World*, 203-296.

Gerald Berreman, "Chipko: A Movement to Save the Himalayan Environment and People," in Carla M. Borden ed. *Contemporary Indian Tradition: (Washington, D.C.: Smithsonian Institution Press, 239-266.*

Further Readings:

James F. Fisher. *Sherpas: Reflections on Change in Himalayan Nepal* (Berkeley: University of California Press, 1989).

Evening Program: Evening Program: Curriculum Workshop _____ Maureen Stephens

The Himalayas: Sustainable Development

Thursday
July 31st

Morning Program: Expert Presentation, Prof. Ainslie Embree, Columbia University

Muslims and Hindus in Kashmir: South Asian Religious Conflict in Microcosm

Afternoon Program II: Expert Presentation by Prof. Keiko Yamanaka, Univ. of California-Berkeley

From Global Warriors to Global Workers: Nepalese Labor Migration to Japan

Evening Program: _____

Workshop on Making Tibetan Foods

Farewell Dinner

Friday
Aug 1st

Morning and Afternoon:

Presentations of Teacher Implementation Plans

Web Pages and Curricular Materials

Saturday
Aug 2nd

Check-out from Residence Hall